



Remote Learning Policy

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Version Control Table

Version	Date	Amended by	Rationale
1.0	17/03/2020	VWB	This policy was written as guidelines for staff following the first lockdown
1.1	12/05/2020	VWB	Updated to include live lessons being taught remotely rather than pre-recorded videos and work being set remotely from 01/06/2020
2.0	07/01/2021	VWB	Updated to meet the requirements following the DfE directive as published on the 15th December 2020.
2.1	14.12.22	FAD	Updated formative & summative assessment. Updated list of who to add when setting up Teams.
3.0	02/02/2023		Version approved by the Committee
3.1	23/01/2024	VWB	Executive summary written
3.2	23.02.2024	FAD VWB	Removed formative assessment as this is now an iterative process as a part of T&L How to assess of recordings of lessons updated Text refined for conciseness and clarity.
4.0	15/03/2024		Version approved by the Committee
4.1	16.09.24	FAD	Added naming convention under policy procedure
4.2	31.01.25	FAD	Changed isolation to absence
5.0	06/02/2025		The version approved by the Committee
5.1	20/02/2026	FAD	Policy Reviewed and no changes made
6.0	26/02/2026		The version approved by the Committee

Guidance on Version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2, etc. until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

REMOTE LEARNING POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

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Executive Summary

The Remote Learning Policy is a detailed document designed to provide a comprehensive framework for remote learning at London Design and Engineering UTC. Key components of the policy include:

- **Policy Aims:** The policy is geared towards ensuring consistent remote learning approaches for students not physically present at college, setting clear expectations for all community members, and establishing appropriate data protection guidelines.
- **Policy Coverage:** It applies to various groups, including different key stages, teaching staff, support staff, directors, and employers.
- **Roles and Responsibilities:** Detailed guidelines for learners, parents, teachers, IT staff, SENCO/Teaching Assistants, Heads of Year, Curriculum Leads, and Senior Leaders are outlined, specifying their individual roles in implementing effective remote learning.
- **Remote Education Provision:** The policy provides clear instructions on aspects such as the remote curriculum, teaching and study time each day, accessing remote education, engagement and feedback, and additional support for learners with specific needs.
- **Teacher Procedures During Remote Learning:** It includes comprehensive procedures for planning remote lessons, conducting live sessions, assessing student engagement and performance, and utilizing technology platforms like Microsoft Teams for delivering lessons.
- **IT Support:** Provision for loaning devices and internet access, as well as technical support, is outlined to ensure all learners can access remote education.
- **Data Protection:** Guidelines to ensure the security of devices and adherence to GDPR are included.
- **Wellbeing and Pastoral Support:** The policy emphasizes the importance of mental health and wellbeing, detailing provisions like regular wellbeing phone calls and access to counselling services.
- **Safeguarding:** It includes guidelines to ensure the safety and security of learners and staff in the online learning environment.
- **Integration with Other Policies:** The policy links with other key policies, including the behaviour policy, safeguarding and child protection policy, data protection policy, home-college agreement, and online safety policy.

In essence, the policy outlines a holistic and well-structured approach to remote learning, considering academic, technical, and wellbeing aspects to ensure an effective and inclusive remote education experience for all learners and staff.

Policy Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for learners who aren't in college.
- Set out expectations for all members of the college community with regards to remote learning
- Provide appropriate guidelines for data protection.

Policy Procedures

When providing remote learning, our staff will be available during our normal working hours.

For clarification, we have set out the different roles and responsibilities for our stakeholders below:

Learners and parents

We expect learners who are learning remotely to:

- Be contactable during the working day and attend all their timetabled lessons.
- Complete all work set by the deadline given.
- Seek help if they need it through the team chat.
- Alert staff if they are not able to complete work.
- Join their online lesson through Teams within the first five minutes.
- Contact their teacher within the first five minutes of the lesson if they are unable to join.
- To consistently attend additional timetabled intervention/support lessons when invited by teachers, e.g. EAL and SEND

We expect parents with children learning remotely to:

- Make the college aware if their child is sick or otherwise can't complete work.
- Seek help from the college if they need it by contacting the Head of Year.
- Inform staff of any complaints or concerns in a timely and respectful manner.

It is our intention to provide our usual curriculum from September 2020. All classrooms have 360 microphones and cameras installed to enable off-site learners to immerse themselves in the class environment. This new system also includes one multi-purpose cable that will both charge staff laptops and connect to the Promethean board, minimising touch points for staff.

To continue to support our learners who may be isolating due to displaying symptoms of COVID-19, learners will be required to join remotely using Microsoft Teams and/or recorded lessons. Therefore, for 2020-21, all lessons will be delivered through Microsoft Teams, and the recorded element of these lessons can be viewed later. Teams will be set up for each subject with channels for each class in the year group. The curriculum lead and Head of Year will have oversight of all appropriate classes.

Teachers

We expect our teachers to complete the following while delivering live lessons remotely to learners:

- Deliver and broadcast high-quality live lessons through Microsoft Teams
- Set up each class as its own Microsoft Team
- Teachers must ensure they use the correct naming conventions:
Subject name/Initial Determinator [Cohort Year]
E.g. Chemistry KS4, 25-26

- Each Microsoft Team should have the following members assigned.
 - All learners in the class as members
 - The class teacher as an owner
 - Curriculum lead as owner
 - Head of Year as owner
 - Supervisory as owner (to allow cover staff to cover for teachers)
 - TAs as owners
- Set independent study through Satchel: One as per normal college policy, whether remote or onsite learning is taking place.
- If a learner is not present in the remote class when the register is being taken, teachers will
 - "Request to join" through TEAMS.
 - If the learner had been present at the previous lesson, email the *missing* email address.
 - Follow up with the email to the learner and parents later that day.

IT staff

IT staff will work to;

- Provide loaned devices where needed for learners to take home, as advised by the Heads of Year.
- Provide mobile internet access where needed for learners to take home, as advised by the Heads of Year.
- Support staff and learners with any access issues to remote learning.
- Provide access to relevant software, where needed.
- Review the security of our remote learning systems, flagging any data protection issues to the data protection officer.
- Work with the pastoral and safeguarding team to ensure that e-safety (online safety) is a priority for all.
- Assist learners and parents with accessing the internet or devices and help with any technical issues they are experiencing.

SENCO/Teaching Assistants

TAs and the SENCO will continue to support learners by joining the Microsoft Teams lesson and using the chat function as appropriate. SENCO will be making wellbeing phone calls for all EHCP learners.

Heads of Year

The Head of Year (HoY) will support learners by:

- Making weekly wellbeing phone calls to all learners, ensuring that they:
 - Are attending all live lessons and engaging with their studies.
 - Have the correct devices to complete their work.
 - Have the correct internet access to be able to receive online live lessons.
 - Have a good working space which is not overcrowded or disrupted by others in the household.
 - Receive their FSM where appropriate.

- Are all accessing the following Padlets to ensure a greater understanding of the wider mental health and wellbeing initiatives, L4L, opportunities and DigiSector briefing.
- Organising and delivering termly celebration assemblies.
- Reporting to parents and carers as appropriate to convey celebration of success and discuss any teaching and learning concerns.

The HoY will support teachers by:

- Providing appropriate support to teachers in terms of poor remote learning behaviour and attitudes, such as:
 - Inappropriate comments in the chat box.
 - Non-attendance and punctuality to lessons.
 - Disrespectful and inappropriate comments during verbal participation in lessons.
 - Non-engagement or poor participation.

Curriculum Leads

Curriculum Leads will support and quality assure the remote live broadcasting of lessons. To achieve this, they will:

- Support staff and coach where necessary to ensure staff are following the college protocols.
- Monitor and ensure consistent, high-quality teaching is delivered to every learner by popping into the live lessons.
- Monitor and ensure consistent, high-quality independent study is set through Satchel: One.
- Through line management:
 - Ensure staff workloads are achievable through the weekly wellbeing calls.
 - Ensure staff have the correct equipment to be able to deliver live lessons and refer to IT if required.
 - Monitor levels of staff wellbeing, which includes anxiety (see the wellbeing section below).

Senior Leaders

Senior Leaders are responsible for coordinating the design and implementation of the remote learning policy and procedures. They will:

- Ensure all the steps delivered by the Curriculum Leads above are maintained.
- Review policy and procedures frequently during difficult times.
- Seek advice and consult all stakeholders to ensure the policy and procedures are fit for purpose, achievable and deliver high-quality education which results in learners making the required or better progress.

Data Protection

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping 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).
- Ensuring the hard drive is encrypted – 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.
- Making sure the device locks if left inactive for a period of time.

- Not sharing the device among family or friends.
- Respond to requests from the IT team to install/update antivirus and anti-spyware software.
- Respond to requests from the IT team to install/update operating systems.

Staff will follow our normal procedures when accessing personal data remotely. As users of Hosted Sims and Microsoft Office 365, all data saved within these systems meets the requirements of GDPR.

Wellbeing

Mental health and well-being are always very important and will continue to be so at all stages of this pandemic. During periods of reduced opening, the Chaplaincy service will be provided remotely, and prayers will only be facilitated on-site where possible if requested in advance.

If learners are self-isolating, and during periods of reduced opening, Heads of Year will continue to make weekly phone calls to check that they can access their learning.

A College counsellor was appointed in November 2020 and attends the College on a Thursday. The College Counsellor will continue to accept referrals from the Heads of Year / SENCo, who will discuss cases at the weekly wellbeing forums. During periods of full opening, these sessions take place in The Haven on a one-to-one basis. During periods of reduced opening, the counsellor will continue with video call sessions where appropriate.

The college continues to regularly update its staff and learners with useful resources, some of which are detailed below.

Parents/carers

- Government advice to parents and carers on supporting young people's mental health during COVID-19. [Click here](#).
- <https://youngminds.org.uk/find-help/for-parents/>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/>
- <https://www.annafreud.org>
- <https://www.headstartnewham.co.uk>
- <https://families.newham.gov.uk/kb5/newham/directory/family.page?familychannel=1-1>
- <http://www.bereavement.co.uk>

Learners

- <https://youngminds.org.uk>
- <https://www.annafreud.org>
- <https://www.headstartnewham.co.uk>
- <https://www.kooth.com>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/bereavement-and-young-people/>
- Chaplaincy@ldeutc.co.uk

Staff

- All staff have access to our "Employee Assistance Programme", which provides a 24/7 telephone line manned by BACP-accredited counsellors who are there to help staff with any matters they are worried about (work-based or in their personal lives). This service also offers some face-to-face counselling where needed and other excellent benefits. More information on how to access this scheme is included in the Staff Area of the LDE UTC website.
- All staff will continue to have wellbeing calls/meetings with their line managers, regardless of whether they are on-site or working from home. This is a dedicated opportunity to discuss wellbeing and raise any concerns.

- The Chaplaincy continues to offer support to all the staff and learners at LDE UTC (chaplaincy@ldeutc.co.uk).
- All staff have been enrolled on an e-learning course on working from home safely. The contents of the course cover elements including Mental health and wellbeing, home working health & safety, good communication, DSE arrangements, good homeworking practices and Coronavirus advice
- Staff are also encouraged to spend time understanding how they can support learners' wellbeing at <https://www.gov.uk/guidance/teaching-about-mental-wellbeing>
- <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection policy and coronavirus addendum to the same
- Data protection policy and privacy notices
- Home-college agreement
- ICT and internet acceptable use policy
- Online safety policy

ANNEX A

Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to learners and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual learners are self-isolating, please see the final section of this page.

Teaching and Learning

The remote curriculum: what is taught to learners at home.

What should my child expect from immediate remote education in the first day or two of learners being sent home?

Our remote learning is instant. As soon as a learner is sent home to self-isolate, the lessons will continue from their teachers through Microsoft Teams. All our resources are uploaded onto our e-platforms, Padlet and Satchel: One. This is as per our standard T&L protocol and allows any learner to access learning material digitally.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in college, wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, where practical lessons were due to take place and have had to stop because of remote learning. These sessions have moved within the curriculum. All our curriculum plans are available on the subject Padlets and the college website.

What should my child do as a substitute for their weekly physical education lesson?

We will be providing 2 sessions per week – one a weekly workout and one a flex workout. These will be placed on the DigiSector briefing.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will follow our normal timetable. All lessons are broadcast live.

Accessing remote education

How will my child access any online remote education you are providing?

All live lessons will be taught through Microsoft Teams during the learners' timetabled lessons. All resources for the lesson will be available through the individual subject Padlet; learners can access the Padlet link through here: <https://ldeutc.Padlet.org/info/home>. Any independent learning and flipped learning will be set through Satchel: One – this is as per our standard policy.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some learners may not have suitable online access at home. We take the following approaches to support those learners in accessing remote education:

- Satchel One and Teams can be accessed via a phone/iPad/Xbox/PS4 – anything that has a web browser (please see the separate ‘how to guide’ on this).
- If you feel you require support with this, please contact the HoY.

For any learner that does not have an appropriate space or device during lockdown, learners may also come onto site in agreement with their HoY.

What can my child do if they are having IT issues?

If there is an issue accessing Teams, Satchel: One or any other platform that we use in college, please email our IT team for support.

How will my child be taught remotely?

When any one learner is absent from the class, the lesson is broadcast through Microsoft Teams so that the learner can access their lesson in real time.

- **Single absence:** If we have a case of a single learner absence and the rest of the class is in college, we expect the learner to log into their Teams class during their timetabled sessions and join in with the lesson to continue their learning. If there is a practical session taking place, the learner will be given alternate theory work to complete by the teacher. There will be catch-up sessions where any practical work that has been missed.
- **Whole class/year group absence:** If a whole class/year group has had to be absent, all learners will be expected to log into Teams during their live lessons.
- **Teacher absence:** If a teacher is absent, and they are well enough to teach, this will continue the same way. The teacher will deliver lessons through Microsoft Teams, and this will be broadcast into the classroom.

Engagement and feedback

What are your expectations for my child’s engagement and the support that we, as parents and carers, should provide at home?

Our lessons are broadcast live, and when any learner joins in remotely, they can either access the chat function to take part in questioning, or they can use their mic to take part in questioning. We have a 360-degree mic, which will pick up audio of other learners, and this allows for effective dialogue. Our remote lessons will allow learners who are at home to feel fully engaged and integrated into the lesson. To support your child at home, we would encourage them to sit in a quiet space where possible, so they can concentrate, and if they choose to use the mic, the sound will be clear.

How should my child submit their work?

Learners should not email formal work to their teachers unless specifically asked to do so. They should use the platforms, as directed by their teachers. The platforms will either be Microsoft Teams or Satchel: One.

We would also encourage learners to keep their cameras turned off when joining a remote session.

Learners should take part in questioning through the chat box and remain positive through the comments. Where possible, we would appreciate parents and carers to monitor the work being produced and ensuring the child is engaged and completing tasks instructed by the teacher.

There will be times within the lesson which will be directed ‘apply’ time, where learners are given a task to complete within a set timeframe. This is your opportunity as a parent to check in to see if they need any support. If the learner requires further guidance, they should message the teacher through the class Teams chat and seek clarity/guidance.

Teachers will clarify within the lesson whether they expect the learner to have their mic on/off - learners are to follow teacher instructions.

How will you check whether my child is engaging with their work, and how will I be informed if there are concerns?

Participation is routinely assessed through questioning; our teachers will very quickly identify those learners who are actively taking part in the lesson by asking rich questioning and allowing learners to respond through the chat box or through Class Notebook.

Teachers will ask learners to submit what they have completed at the end of the lesson, and will set independent learning tasks every week.

Independent learning is set weekly through Satchel: One. This will then be given an independent learning (IL) grade of 1-4, 1 = excellent, 4 = significant improvement needed. This is an opportunity where teachers will also provide feedback to the learners. Parents can use Satchel: One to check the progress and engagement of their child using the parent view.

Where there are concerns of participation through limited completed work submitted in the first instance, a teacher will contact the parent; our Head of Years will also be in regular contact with those parents where learners are showing consistent lack of engagement online. Teachers will be encouraged to use the Insights feature on Microsoft Teams, which will give the teacher information on how actively and frequently a learner is engaging. All this will help teachers make a good judgment of learner participation.

How will you assess my child's work and progress?

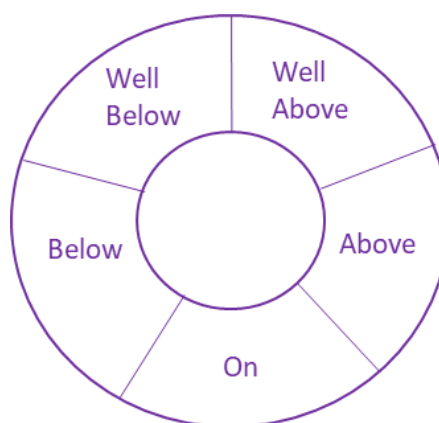
Our approach to feeding back on learner work is as follows:

We have a clear formative and summative schedule; the frequency of these assessments is available through the curriculum plans located within the subject Padlet. The curriculum plan will identify how each subject has carefully planned what work they will be assessing and providing feedback on.

During remote learning, our teachers will continue to assess work during the scheduled sessions. The formative assessments will provide guidance on how to improve understanding of a particular topic or key concept. Whereas our summative assessments will be a cumulative approach, where the teacher is assessing the breadth of knowledge gained across the subject.

Our teachers will use an array of methods to assess learning, i.e., Satchel: One quizzes, Kahoot, Microsoft Forms, presentations, etc. However, the feedback will be given through our feedback sheets, and this can be used through a digital copy and a physical copy. Our feedback strategy allows for detailed comments to provide direct targets for improvement.

Summative assessment



Additional support for learners with particular needs

How will you work with me to help my child, who needs additional support from adults at home to access remote education?

We recognise that some learners, for example learners with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those learners in the following ways:

- Weekly wellbeing phone calls from our pastoral team to ensure that the learner's needs are being met.
- Where TAs support a learner, they will continue to do this remotely through Teams, joining into lessons and engaging with the learner through the chat function.
- Some vulnerable learners may choose and be able to work on-site rather than remotely.

Pastoral Support

The focus on attendance to online learning sessions is one of the main priorities for the pastoral team in addition to supporting the well-being of all learners through weekly phone calls. Tracking of attendance will be achieved by using various online platforms such as SIMS and TEAMS.

Why take attendance during remote learning?

Learners need to, in these uncertain times, have the security and comfort of a regular routine with learning expectations that are as normal as possible.

Missing school is disruptive to the learning process and can have a negative impact on academic progress.

Just as if we were able to begin the school year with in-person instruction, we are required by the government to report learner attendance. We must work together to ensure that learning moves forward as much as possible during remote learning times.

How will attendance be taken during remote learning?

At the start of each lesson (within the first 10 minutes), teachers will be taking registers using SIMS as usual. Therefore, attending each lesson on time is crucial. Heads of Year (HoY) in collaboration with teachers will be monitoring and contacting learners, parents and careers where attendance becomes a concern.

How do I report an absence during remote learning?

If your child is ill or if there is an emergency that prevents them from participating in schoolwork that day, please email as per the absence policy at absence@ldeutc.co.uk by 9.00 AM.

How do we support each other during distance learning?

We know that these are difficult times and that families may not have ideal circumstances or settings for remote learning. We want you to know that we are here to support you! Please reach out to your child's teacher or Head of Year with your ideas, needs, and frustrations. You are not alone in this endeavour, and we want to help you make the best of this time that we spend remote learning.

The Assistant Principal, leading on behaviour, will be reporting on attendance to the Senior Team on a weekly basis and daily to the DfE. The report will be on individual attendance across all subjects in addition to subject-by-subject.

How will the Head of Year (HoY) support you and your child?

In order to capture the excellent practice, monitor learning behaviour, congratulate the learners and staff, the HoYs will visit online lessons regularly through TEAMS.

HoYs have been invited on TEAMS to every lesson within their year groups. This will allow the HoYs to visit as many lessons as possible. The HoYs will then be able to use a centralised system (Microsoft Form) of gathering information to be able to comment on the:

- Learner engagement- is there excitement?
- Questioning within the lessons

If issues/concerns are raised within the lesson, regarding the lesson delivered.

As this feedback is part of the centralised system, the Curriculum Lead can access this information and intervene as appropriate to ensure that any issues/concerns are dealt with immediately.

Safeguarding

Our safeguarding policy and its addendums can be found by clicking [here](#).

In an emergency, please contact the DSL and deputies at safeguarding@ldeutc.co.uk

ANNEX B

Procedures for Teachers During Remote Learning



Planning remote lessons

These will continue to follow the LDE UTC Learning Cycle. The following points give suggestions as to how to ensure outstanding engagement from our learners.

Prepare

Share the do now activity on the screen with a message: *Type in “here” in the chat box once you have entered the room.* Complete the register in the first 10 mins of the lesson with a ‘6’. *Note: Anyone late to the lesson shall be marked in as ‘L’ as per usual (see tips and tricks to increase punctuality)*

Present

Present new information in smaller chunks than usual, break teacher talk up with frequent questioning.

The following strategies have been used successfully to date:

- Microsoft polls sent in the chat.
- Direct learner questioning
- Whole class feedback through the hands-up function
- Open questioning.
- Quizzes through Satchel: One

Presenting new information and applying will take place several times within a lesson as you are breaking it into smaller chunks to keep a learner on task.

- Avoid 20 minutes of teacher talk, which will include modelling, presenting information and 30 minutes applying knowledge.
- Instead, aim for 10mins of teacher talk, and 10-15 min of applying (and repeating).

Apply

Be explicit about what you want learners to complete and give clear timeframes.

Learners will complete work in a variety of formats:

- Handwritten notes (this will be for their own revision and learning material).
- Whiteboards (digital or physical) for instant sharing of work and understanding throughout the lesson.
- Formally written work where they are answering set questions, completing an activity.

All formal work will need to be submitted through either Satchel: One or Microsoft Teams. This will be determined by the Curriculum Lead. Learners are asked to complete all formal work in one document over the next 6 weeks. In every lesson, the learners should ensure they add the ‘date’ and ‘title’. This document will become their remote exercise book. It may take a digital format, or it might be a separate section of their exercise book with a clear heading at the start of REMOTE LEARNING SUBMISSION

Teachers must 'standardise the format' and explicitly explain to learners how and what they want submitted – including the layout (*refer to summative CPD, 5.01.2021*)

Collecting work

At the end of the lesson, learners must be directed to upload the formally written work into either Satchel: One or Microsoft Teams with Class Notebook or assignments; teachers must explicitly highlight and remind learners which platform they are to upload their completed work.

Teachers will track and monitor progress and continue to provide feedback during the scheduled slots within the termly calendar.

Remember, do not base engagement on how much a learner is involved in the conversation; it must be a balanced judgement on their outcome of work produced and participation within the live lesson. For the teacher to identify misconceptions and plan effectively, they must assess the formally written tasks. Therefore, it is imperative that the learners upload the completed work at the end of each session.

Top Tips for Remote Teaching

- Use 'large gallery view' to see the whole class.
- Model through the digital whiteboard available on Teams.
- <https://whiteboard.fi> – a digital whiteboard that learners can use.
- All KS3 & KS4 can use their own whiteboards and share through cameras (this will require trial and error)
- Encourage learners to extend their answers either with their mic or in the chat function.
- HoY and where possible, CL will be popping into support – however, if you require further support, please call the CL.
- Remind learners to be respectful of one another.
- You can set your standards by asking learners to put their hands up if they have a question.
- During intervals of the lesson, teachers can ask learners to screenshot/take a photo of their progress and upload it into the chat function.
- Give achievement points to the first 5 learners to join the MS Teams lesson to encourage punctuality.
- Maths: Use of online websites such as Dr Frost to set questions and then go over the worst attempted questions as a review

FAQ for teaching staff

What does 'formal work' mean?

Formal work is work that displays learners' understanding of a topic/concept, and for various subjects, this will be very much subject-dependent. This could be extended writing or a directed task. Formal work would not be 'rough notes'.

Does formal work need to be in one document over all the lessons, or a separate part of their exercise book?

Where possible, try and keep this in one document; it will be easier to monitor and assess learners' progress.

Does the work need to be uploaded to Satchel: One, or can they just show it to us in the chat in Teams?

The work must be uploaded onto a platform, so you are able to provide feedback. Work can be collected/collated using various means. Some suggestions:

- Class Notebook in Teams where learners add their notes each lesson – work needs to be clearly dated.
- Creating a notepad or exercise book just dedicated to showing evidence of all their work (especially useful for exam classes, as the teacher's grade is being awarded)
- Teams' assignment to capture the class at the end of every lesson to see what learners have been doing during the lesson.

Feedback is often captured within the chat box; how do I give feedback to learners using the formative sticker format?

Individual feedback and comments are often captured through the comment box of Teams, particularly for practical subjects, i.e. Art, DT, Engineering; however, this is not available for parents to see quickly. Therefore, we want teachers to use the following format for providing feedback:

- Through the learners' Satchel: One
- Through the individual's Microsoft Teams Assignment
- Through each individual's class notebook

Are homeworks too much on top of the screen time for learners?

During the remote learning period, it is vital that staff set independent learning and highly advised that these are based on 'open response tasks', where learners are encouraged to create artefacts / design / make to demonstrate their understanding. This could be as simple as designing revision notes, creating a newsletter by hand, etc. It is important that any making tasks set are using easily available resources. This will help provide learners with an opportunity to remain off-screen.

If staff set the task and the teacher is online but the learners want to go offline to do the task, can they go offline for the duration of the task?

Learners should remain logged on for the duration of the session, as this is to prevent login issues later in the lesson. Of course, if you set an 'apply' task for 10 mins, the learner can move away from the screen, complete the task, and come back to the session. The teacher could use this time to stand up, stretch their legs, etc. and move their eyes away from the screen. However, both teachers and learners must remain online for the duration of the lesson, and as the teacher will have sound on, they will be aware if a learner asks for help in the chat.

If I set work through Satchel: One, can learners submit through Teams?

There is flexibility on how learners submit; however, the method of submission does need to be clarified within the independent learning set on Satchel: One. It is vital that staff grade in Satchel: One the learner's effort and learners/staff tick to say they have submitted it in Satchel: One so that parents can see.

ANNEX C

TEAMS REMOTE LEARNING GUIDANCE FOR TEACHERS

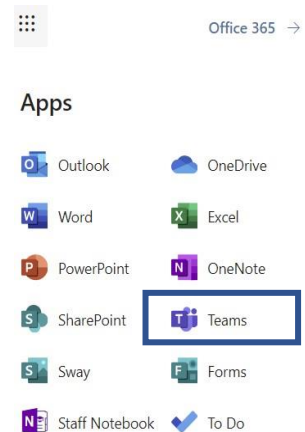
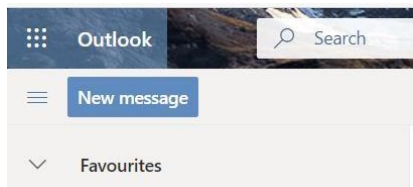
ACCESSING TEAMS

The best way to access Teams on a laptop/PC is through the TEAMS app, which, if it is downloaded, should load automatically when you sign into a computer using your login details. Teams should appear automatically. Alternatively, you can download this.

If using Teams on your own PC, you can either download the

TEAMS app <https://www.microsoft.com/en-gb/microsoftteams/download-app365/microsoft-teams/download-app> or you can also open the browser version of Teams quickly on any computer through College Email. The Teams App is already installed on college PCs and will automatically open.

When in your email, click on the 9 dots in the top left-hand corner and then select Teams (see below for example).



You can also install a TEAMS app onto iPads / phones if you wish to do so; the Teams apps are available on the APPLE and Google Play (for Android) Stores.

Your login details for Teams are EXACTLY the same as your email login / login to a college computer (this is the same for learners!).

If you have the Teams app downloaded onto the laptop, it should automatically log you in.

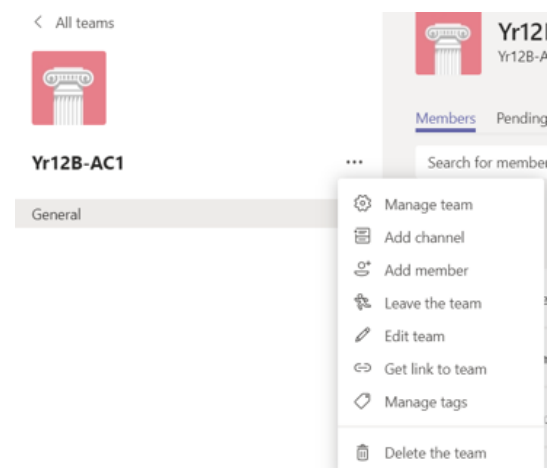
- Microsoft Teams on the Apple Store
<https://apps.apple.com/us/app/microsoft-teams/id1113153706>
- Microsoft Teams on the Google Play Store (for Android)
https://play.google.com/store/apps/details?id=com.microsoft.teams&hl=en_GB&gl=US

How to add / remove staff from Teams

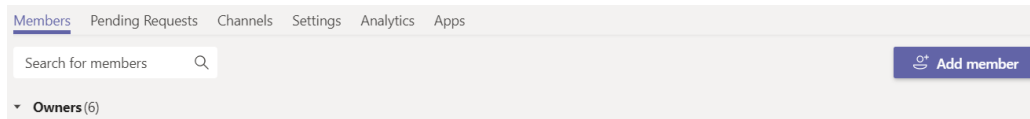
You must ensure the correct staff members are added to all the class teams as the owner, as per the policy:

Go to the Class Team to which you are going to add the member of staff and click on the three dots next to the Team name.

1. Select 'Add Member'
2. Click on 'Teachers' and then search for the teacher in the box – it should only need the first few letters of their name.



- Double-click on their name and then click 'Add' (please note it is the teacher's name, not initials you search for) – once you start putting in their name, it will give you the options available.



RUNNING A LIVE LESSON

Preparing for your meeting

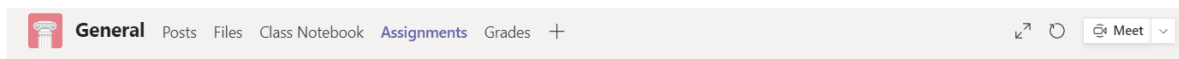
There are a few important things you need to do before you meet with your learners for good practice and to save any potential issues that may arise.

Make sure your **emails are closed** and make sure all other websites or documents you might have open are closed – as you can share your screen within a meeting, you do not want to be in a position where learners see any of your private files, etc., so closing all apps / programmes before you start your meeting is best practice.

Open any PowerPoints or web links you want to use / share with your learners during the meeting (again, if you are using websites – make sure you close all other tabs down, so you only have the websites open you want learners to see.

If you are intending to use your video (we will come back to this later), be very mindful of where you are sitting and what can potentially be seen in your background. **Starting your meeting**

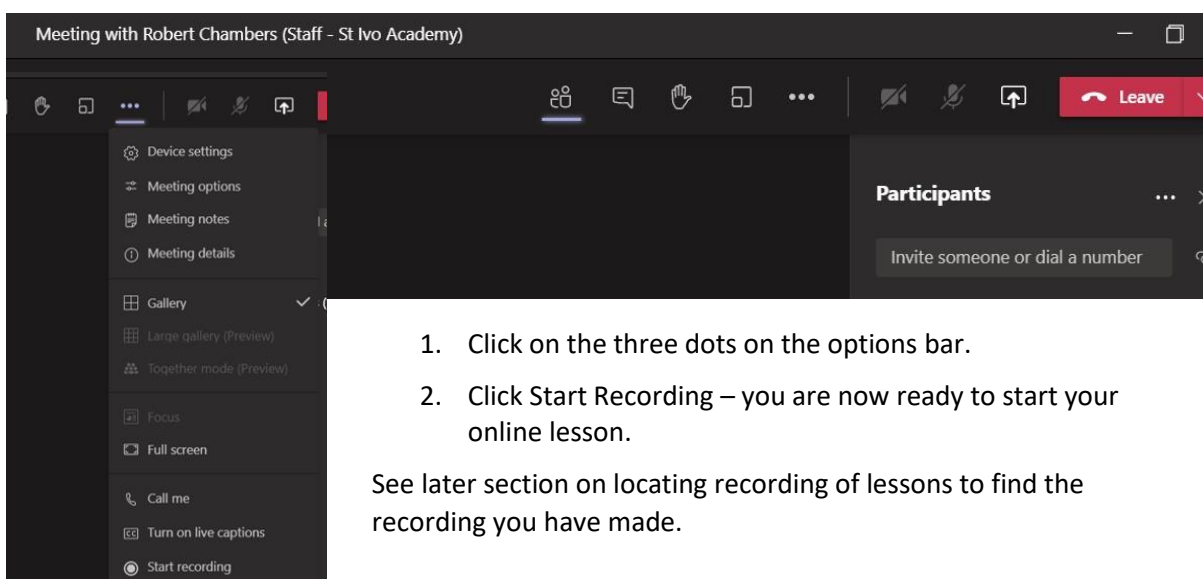
When you are ready to start the lesson – go to your Class Team and click on 'meet now.'



Recording

Once you enter the meeting, you will see the following screen.

You can record the lesson if you want to. To record, please use the following steps:

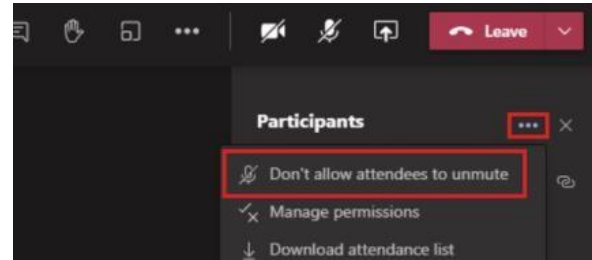


- Click on the three dots on the options bar.
- Click Start Recording – you are now ready to start your online lesson.

See later section on locating recording of lessons to find the recording you have made.

Mute / Unmute

If you want learners to solely use the chat function, you can click on the “Don’t allow attendees to unmute” so that you can control who speaks on the mic yourself. To do this – simply click on the Participants list, then the ellipsis (three dots) and select the option “Don’t allow attendees to unmute.”



The Lobby Function

The lobby function is where learners are waiting in a room, prior to coming in, and you admit them in 1 at a time.

If you receive a notification of a guest trying to enter the room – do not let them in. Any issues, please let itteam@ldeutc.co.uk know immediately.

Introducing your meeting to learners:

To set the tone for the class, it is useful to have a PowerPoint slide with reminders that you can have up at the beginning of the lesson.

To do this – click on the **share screen** button.



You will have a menu that comes up showing you what you can share – you can choose to share your screen or browse the PowerPoint/file and display this.

You are now ready to start your session.

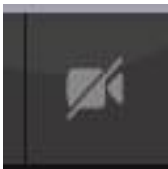
ADVICE: We advise that everyone starts the session with a reminder of basic ground rules for learners:

All learners’ video cameras should be turned off.

Learners can use the chat function to ask questions or switch their mic on to ask questions but remind them of the importance of being sensible and that the session is being recorded.

Any silly behaviour, they will be asked to leave, and parents/carers will be contacted.

Should I have my video camera on?



There is **absolutely no expectation** that you need to have your video camera on (you can easily turn it on/off using the icon on the bar). You may feel that you want to have a visual connection with learners. If you do, please just check your background in terms of what learners can see, but also use the “**Blur background function**” – to use this, you must be on the app, not your internet browser. Click on the three dots, and you should see the option. This will blur everything but you.

Registering learners

To see a list of participants in the meeting, click on



at the top of the meeting bar – to switch between show and hide participants.

Please take the register **in the first 10 mins of the lesson** to allow for any learners who have issues getting in at the beginning.

To take a register of learners present, please do this by simply going to SIMs and accessing the timetable of that class.

6 – Present at the Teams Live Session

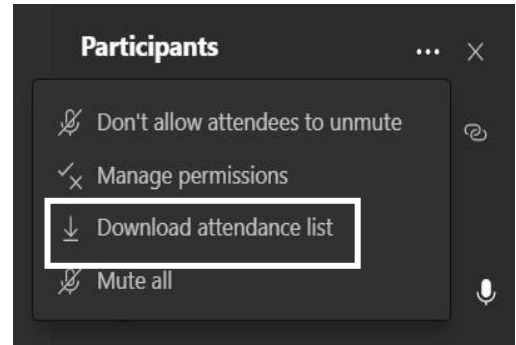
L – Late into the Teams live sessions

N– Absent from the Teams Live Session.

Downloading attendance lists

It is also possible to download an attendance list – this list will include times that learners joined and left a meeting – so you will see if learners were on the whole time or not.

To download the register – click on Participants list, click on the ellipsis (three dots) and select Download attendance list. This will automatically download to your downloads folder on your computer (to access, just browse for the Download folder on your PC).



A couple of things to remember – it is only the person who started the actual meeting that will have the option to download the attendance list.

One of the benefits of the attendance list is that it downloads as an Excel spreadsheet, and it will show all the actual times that a learner logged in / out of the lesson.

If you download it towards the end, you will see any learners that were in the lesson at any point. So, you will see, for example, if learner x was there for the first 15 mins but then left.

Forgotten to do the register during the meeting?

There is a slight workaround if you forgot – if you look at the team channel and the meeting, you will see something that looks like this.

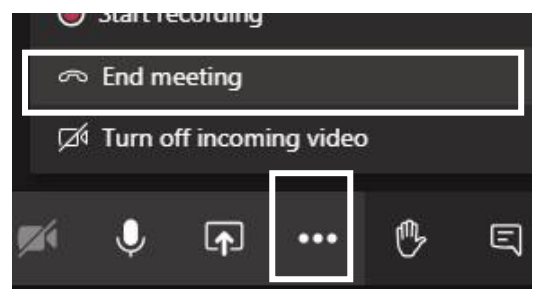


If you hover over the +13, it will show you the names of those other 13 that were there, but you also need to work out the initials of those shown who were also there. It's a little fiddly – but gives some potential to register retrospectively by looking at initials and then the extras.

Ending the Meeting

Firstly, if you are recording the session, stop the recording – click on the three dots and select stop recording.

*Please **do not** just click the red 'hang up' icon to close the meeting – you must **END the meeting properly**. By hanging up, whilst **you** will have left, the 'virtual room' will remain open with learners still able to chat to each other (obvious safeguarding issues). A bit like you leaving the classroom in college whilst the learners are in the room.*



Simply click on the three dots, click **end recording** and then click **end meeting**. This will shut the meeting completely, and no one will be able to stay on or re-join.

What if I forget and click the 'hang-up' icon? – Do not worry, just re-join the meeting, and then go back and end the meeting properly.

Managing Behaviour in a Teams Live Session

In the event of any disruptive behaviour during a Teams live session, staff should:

1. Issue a verbal warning / reminder about behaviour.

2. Give a formal warning (as you would in class)
3. If no improvement, then remove the learner from the meeting for the rest of the lesson and report the issue to the Curriculum Lead and Head of Year.

Muting learners / removing learners from a lesson

Should you need to either Mute a participant or to Remove a learner from a meeting due to **inappropriate comments in the Teams Chat?**

(i) Muting Learners from adding comments in either the Teams page or adding comments within a live meeting



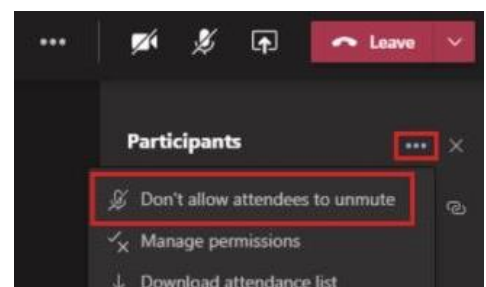
If you are in a situation where you need to mute certain learners from writing replies on the Teams channel chat OR stopping them from writing comments in the live meeting, you can do this by clicking on the ellipsis (three dots) in the Class Team and selecting “Manage Team” – you will see the screen below. Click on Members and guests, and simply tick the mute button for those learners you wish to stop the chat options for. To unmute them, come back at any time and un-tick the box.

Name	Title	Tags	☐ Mute students	Role
GA Gazala Ahmed	Teacher of Mathematics			Owner
AH Adam Hattab - LDE Learn...			☐	Member
Rudolf Ansa - LDE Learner			☐	Member
Nimroh Carpio - LDE Lea...			☐	Member
DN David Nguyen - LDE Lear...			☐	Member
OM Ollie Morford - LDE Lear...			☐	Member
FP Firas Patel - LDE Learner			☐	Member

(ii) Preventing learners from coming on the mic in a lesson without staff permission.

Click on the Participants list, then the ellipsis (three dots), and select the option

“Don’t allow attendees to unmute.”

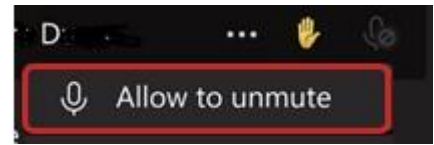


(iii) Allow specific learners to unmute when they raise their hands (this is currently not available on mobile devices).

In your participants list – go to a raised hand –

select the more options. 

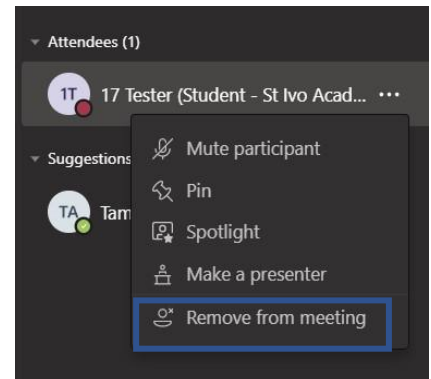
and then select “Allow to unmute.”



Removing a learner from a meeting

To remove a learner from a lesson – simply click on the participant list and click on the ellipsis (three dots) next to their name and select Remove from Meeting (just make sure that you click on that and not on Make a presenter above it by mistake!!).

Learners that have been removed from a lesson will not be able to re-join the lesson without going through the lobby – so whilst they may try and re-join – they can’t get back into the lesson until you let them via the lobby.



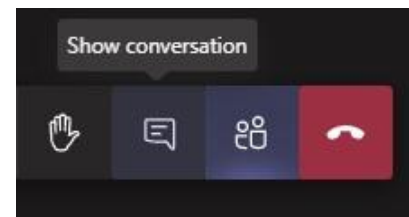
Who is online?

You can see which learners are online by clicking on the ‘**people**’ button, which will bring up a list of participants. If learners join partway through, you will see a notification pop up at the bottom (*if you have allowed notifications*) which will tell you they have joined.

Chat Function

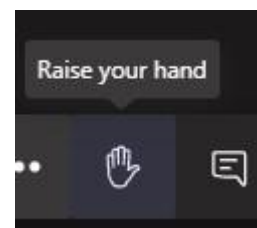
To use the chat function with learners – click the **chat box** in the options bar (see picture opposite).

This will bring up the **chat** box where learners can message you. You may find some learners prefer to use the chat rather than their microphone, depending on their level of confidence. The chat will be saved under the Teams home page so they / you can refer to it after the meeting is over.



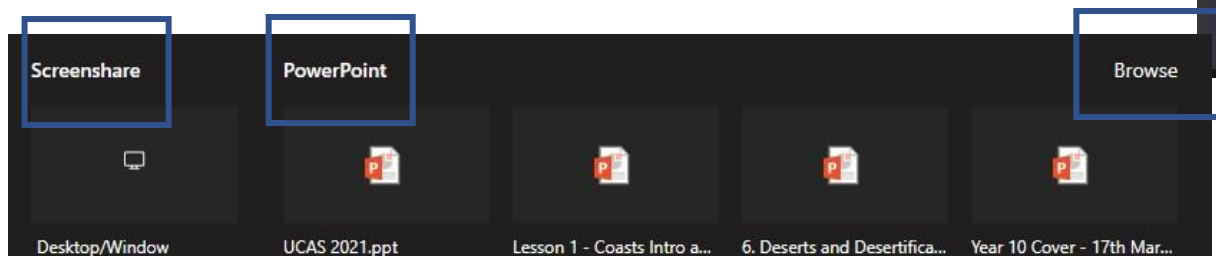
Raising Hand

If you have quite a few learners on, it can be useful for them to indicate that they want to ask a question rather than talking over you / others by using the Raise Hand function – again on the options bar. Sometimes they forget to lower their hand, but as the presenter you can lower it for them.



Sharing Resources

To share / show resources you simply need to use the share button (*see opposite*). This will bring up the options below. You can share your desktop / window – However this will



To stop sharing a PowerPoint, simply click on **Stop Presenting**



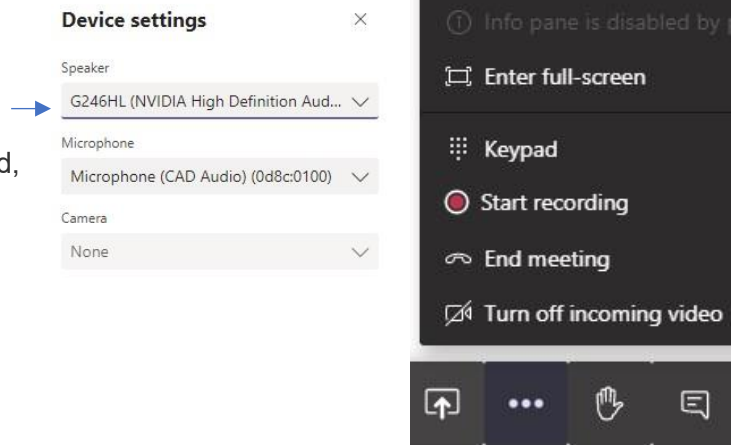
literally share your screen (*hence the importance of getting rid of all other documents / emails etc. before starting a call*), or if you already have a PowerPoint open, these will show, and you can select the relevant one, or you can browse your computer to find it.

Troubleshooting - Solving possible audio / microphone issues.

If learners can't hear you, or they can't hear you, it may just be that they / you need to change your device settings.

Click on device settings, and you will get a sidebar pop-up with device settings for your speaker / microphone / camera.

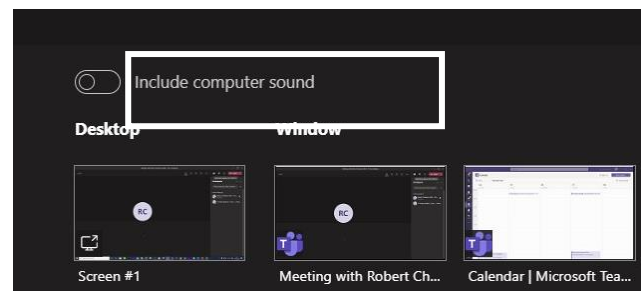
it may just be that the wrong device is selected, and you may need to change it for it to work.



Showing video / sharing audio with learners

IMPORTANT – if you are going to show a video clip or share any kind of audio clip / music / podcast, etc., as part of your lesson, you must make sure you have enabled audio sharing by doing the following.

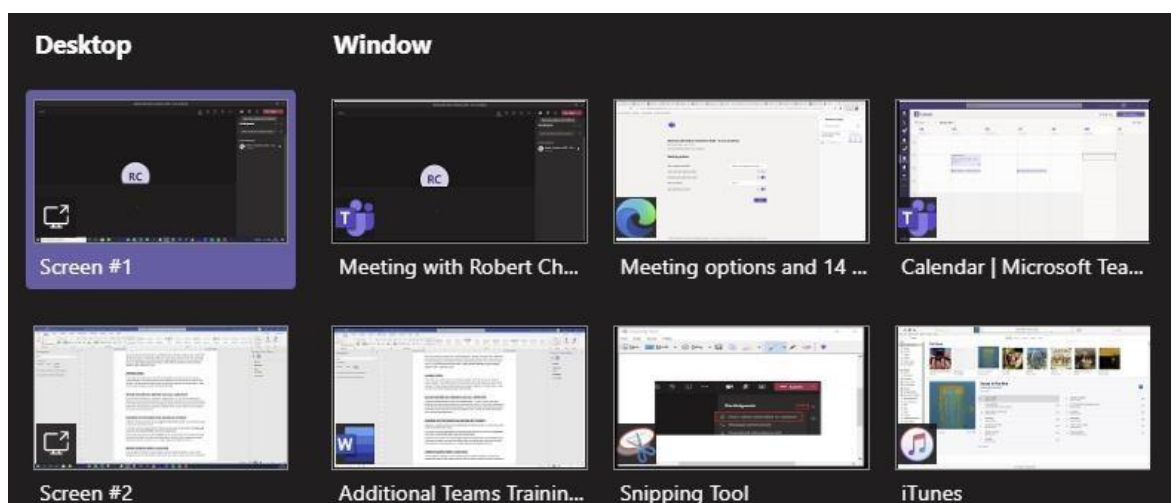
When you go to share your screen, make sure you select the “Include computer sound” option; otherwise, if you try to play a video, although you will hear it, the learners will not.



Making sure you can still see chat whilst sharing a screen.

If you share your whole screen, i.e. Desktop, you will lose the ability to see the chat.

To make sure that you can still see the CHAT whilst you are sharing a



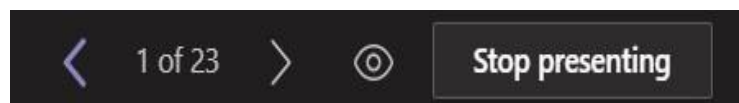
document, either share a window (which will share whilst still allowing you to see the chat) or, for a PowerPoint, share it through the option of uploading the PowerPoint to Teams (there is a **browse** button if you don't already have a PowerPoint open).

If that window includes audio (for example, it might be a YouTube video in a browser) – make sure you click ‘include computer audio’ before sharing.

Controlling whether learners can scroll through a shared PowerPoint on their own.

When sharing a PowerPoint through the option of uploading the PowerPoint – your learners will be able to flick through the PowerPoint at their own pace going back and forth through the slides (you will not see this, but they will be able to do this at home) – this can be really useful for them as if they haven’t quite finished a slide they can go on and it can help them work at their own pace if they need the PowerPoint for activities.

If, however, you want to restrict them from being able to click on the Eye, this will “Prevent learners from moving through shared presentation on their own”. To give back permission – click on it again.

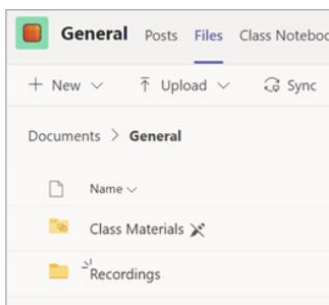


Using polls

You can pre-create the polls in forms setting it up however you wish, and then simply share the Forms link onto the live channel chat for learners to complete from there.

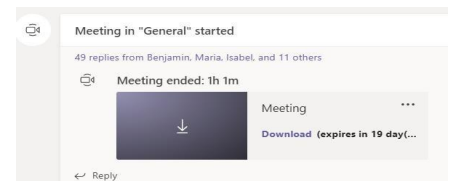
ACCESSING RECORDINGS OF THE LESSON

The lessons recorded in Teams from a specific channel will have a link in the channel conversation. For all other recordings, the recording link will be in the meeting chat.



You can find a channel’s meeting recordings by selecting the Files tab in your channel. A Recordings folder is automatically created to hold these.

The Recordings are however, easily available for learners on the Team Channel – and will show as per example on the left (they expire after 120 days), so if you wish to download them for use for revision etc., please do so.



TIP: If it appears that you can’t see the video for a session – click back on the responses to the meeting chat so that the meeting chat opens again, and the video link should be at the end.

If you do a meet-now with other members of staff – e.g., for a Department Meeting, which isn’t a meeting done through a particular Team/channel - the recording will be stored in the Recordings folder in the OneDrive directory of the person who started the recording.

SAFEGUARDING

A reminder of key points regarding safeguarding when using Teams

- Never be in a situation where you are on Teams with just one or two learners (unless this is the actual size of the class). If you wish to carry out a 1:1 session, please invite the Head of Year to pop in.
- The register must be taken in the first 10 minutes of the lesson.
- Learners should only turn on their webcams and microphones when directed.

- The chat function is disabled for 1-1 use and is not to be used outside of the group.
- When delivering or supporting online sessions, staff should ensure that they are situated in a confidential, safe, and appropriate place, with no inappropriate objects or information visible in the background and where nothing can be heard in the background. Backgrounds can be blurred.
- Any safeguarding issues should be reported to the Designated Safeguarding Lead.
- If you have a technical issue and are thrown out of a call (e.g., your internet goes down) and you cannot reconnect, please contact your Curriculum Lead so the meeting can be ended for you.
- Instruct learners that, should this happen, they should wait 5 minutes for you with mics and webcams off.

USING TEAMS INSIGHTS TO MONITOR ATTENDANCE

Insights in Microsoft Teams uses an at-a-glance data view to help catch up on learners' Teams activity, from assignment turn-in to engagement in class.

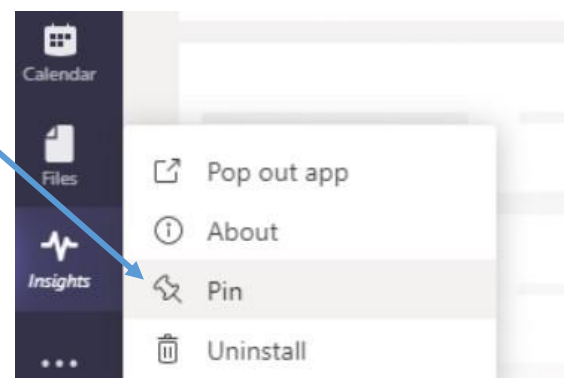
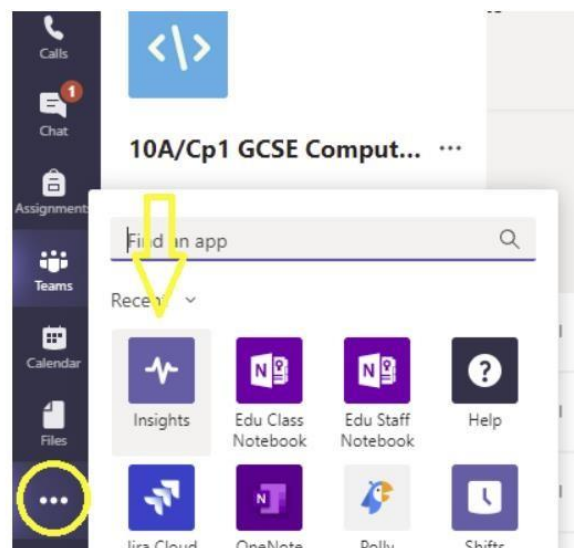
The Class Overview Dashboard provides the following information:

- Inactive learners
- Active learners per day
- Average time spent per day
- Meeting absence
- Missed Assignments

Staff can add the Insights App to their own Teams account– unfortunately, this must be done by individuals as there is no way to set it across all teachers as default. **HOWEVER, it only involves 3 simple steps and only needs to be done once – from then on it will be active and available when you log into Teams.**

- 1) Click on the three dots on the panel and then click on **Insights** (if Insights does not appear the first time – search for it in the Find an app box).
- 2) You will see that *Insights* will then be added to your left-hand panel – right-click on it and click Pin. This will ensure that the app stays on your panel as a shortcut whenever you open Teams.
- 3) This will then provide you with a view of ALL classes through the Insights app.

Please note that if Insights doesn't show on your toolbar immediately, you may need to go back to the click on the three dots at the bottom of the toolbar to see the Insights button and then pin it.



Information Provided by Insights.

Inactive students ▾ >



Active students / day ▾ >



Average time spent / day ▾

3h 14m



Meeting absence ▾



1. **Inactive learners** – how many learners had zero digital activity for that class (you can hover over the pie chart to see who was inactive).

2. **Active learners per day** – this will show you learners who attended meetings, added posts, replies or reactions in the team – you will see the average time the class spend on digital activity per day and opened / edited files and turned in assignments

3. **Average time spent per day**

4. **Meeting absence** – this will help you track who was present at a lesson. In Insights, a learner is considered to have missed a meeting if they did not attend at all, or only for a short time (either less than 50% of the meeting or less than 30 minutes, whichever comes first)

> **IMPORTANT – THIS WILL SHOW YOU WHO MISSED A LIVE LESSON** and should match the attendance information recorded in Sims

Missed assignments ▾ >



5. **Missed Assignments** – shows how many learners didn't turn in at least one assignment due in the selected time frame.

MONITORING AND REPORTING ABSENCE

As above, the teacher for any Live session should record attendance on SIMs using the following codes:

- ON TEAMS – 6
- ABSENCE FROM TEAMS – N
- LATE ON TEAMS - L

This will then make it easier for pastoral teams to look for 'N's.

In addition, please pass on any concerns regarding completion of work etc. using the normal methods (referring to the Curriculum Lead and Head of Year).

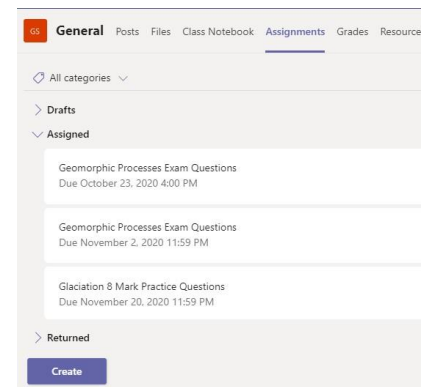
SETTING ASSIGNMENTS FOR INDEPENDENT LEARNING

If you are setting an assignment instead of having a live lesson (e.g. technical subjects) it is important the assignment is set before the normal lesson time to allow learners to stick to their normal timetable.

1. Select the TEAM (class) you want to set the work for and click on Assignments along the top of the feed.



2. When you click on Assignments, you will see the screen opposite – there are three sections:
 - **DRAFTS** – any assignments that you have created but not yet set for learners will be stored here.
 - **ASSIGNED** – those assignments and not yet been fully returned – will show here.
 - **RETURNED** – any past assignments that have all been marked and returned can be accessed here.



3. To create an assignment – simply click on **Create** and choose Assignment from the drop-down box. If you want to create a Quiz – use the Quiz option, and this will take you to Microsoft Forms. If you already have an existing assignment created for another one of your class teams – simply select “Form Existing”; this will let you browse your other Team classes and assignments and select an existing one to set for this Team to save you from having to recreate it.



4. Once you click on Assignment, you will see the following screen where you can add the details of your assignment, the resources and the due date. Remember (as shown in the diagram above), when you have finished, you must make sure you have clicked Assign (see screenshot on previous page) OR, if you want to save it as a draft and not yet set it – click SAVE. This will then be available from the assignment tab under drafts for the future when you wish to set it.

New assignment

Discard

Save

Assign

Self explanatory – add title and add the written instructions of the task you want students to complete.

Click to add resources e.g. PPT, Word docs etc. – you can upload from your computer, one-drive etc. or save them in your Teams files and link from there.

If the homework is going to be given a mark – e.g. out of 20 state that here.

These can be set up to help with assessing work (see additional links)

Either set assignment for all of class OR select individual students.

Due date and time due – you can select whether you will allow late turn-ins. If allow late turn-ins it will still say how late it was.

If you leave this as on – when you click assign – it will automatically post a notification on the TEAM to say it has been set.

If you want to create an assignment BUT students not to see it yet – then click SAVE – it will then be accessible in your drafts (under assignments) BUT students wont see it until you return to it and click assign.

If you want to set immediately – or have come back to a draft to set it, simply click assign. Students will now see the assignment.

Title (required)

Enter title

Add category

Instructions

Enter instructions

Add resources

Points

No points

Add rubric

Assign to

St Ivo Student Test Class

All students

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

Date due

Wed, Nov 18, 2020

Time due

11:59 PM

Assignment will post immediately with late turn-ins allowed. [Edit](#)

Settings

Post assignment notifications to this channel: General

[Edit](#)

Here is an example of a completed one for an A Level class.

Edit assignment

[Cancel](#)
[Delete](#)
[Update](#)

Title (required)

Glaciation 8 Mark Practice Questions

[Add category](#)

Instructions

Please have a go at the following three 8 mark exam questions. Remember to look at the command words carefully - rough out your ideas before you start and remember if you are stuck email me - have a think about what you would put it in then ask. Remember to apply your knowledge and understanding to the focus of the question - so in your answers to the first two questions I would expect to see you use the phrase the role of geomorphic processes somewhere - don't just regurgitate what you have been taught about corrie and erratic formation - frame your answer around the processes involved. I would start with a quick description of each for example and then start focusing on the processes responsible for them - with the corrie the sequence of formation will be important - but particular focus on the processes involved (i.e. nivation, plucking, abrasion, rotational movement, extending and compressing flow).

Question 1 - Outline the role of geomorphic processes in the formation of a corrie (8 marks)

Question 2 - Outline the role of geomorphic processes in the formation of erratics (8 marks)

Question 3 - Describe and explain the characteristics and formation of a drumlin (8 marks)

[Add resources](#)

Points

24

[Add rubric](#)

Assign to

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

Date due

Fri, Nov 20, 2020

Time due

11:59 PM

Assignment allows late turn-ins. [Edit](#)

Settings

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

This is a learner's view of a task without any resources

This one is a KS3 one with resources.

[Back](#)

Glaciation 8 Mark Practice Questions

Due November 20, 2020 11:59 PM

Points
24 points possible

Instructions

Please have a go at the following three 8 mark exam questions. Remember to look at the command words carefully - rough out your ideas before you start and remember if you are stuck email me - have a think about what you would put it in then ask. Remember to apply your knowledge and understanding to the focus of the question - so in your answers to the first two questions I would expect to see you use the phrase the role of geomorphic processes somewhere - don't just regurgitate what you have been taught about corrie and erratic formation - frame your answer around the processes involved. I would start with a quick description of each for example and then start focusing on the processes responsible for them - with the corrie the sequence of formation will be important - but particular focus on the processes involved (i.e. nivation, plucking, abrasion, rotational movement, extending and compressing flow).

Question 1 - Outline the role of geomorphic processes in the formation of a corrie (8 marks)

Question 2 - Outline the role of geomorphic processes in the formation of erratics (8 marks)

Question 3 - Describe and explain the characteristics and formation of a drumlin (8 marks)

Student work
None

[Back](#)

4. Middle East Desert Climate

Due December 18, 2020 11:59 PM

Points
No points

Instructions

Please complete the tasks on the following PowerPoint. Please upload any work - if it is on Word you can upload a word document - or you can take photographs of written work and upload as well. I will then provide feedback.

Reference materials

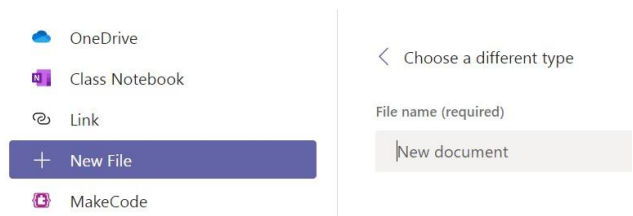
- 3. Middle East Desert Climate.pptx
- Map to show the main climate types of the Middle East.doc
- climate biome worksheet.doc

Student work
None

IMPORTANT: PROVIDING A WORKSPACE FOR LEARNERS WHEN SETTING AN ASSIGNMENT

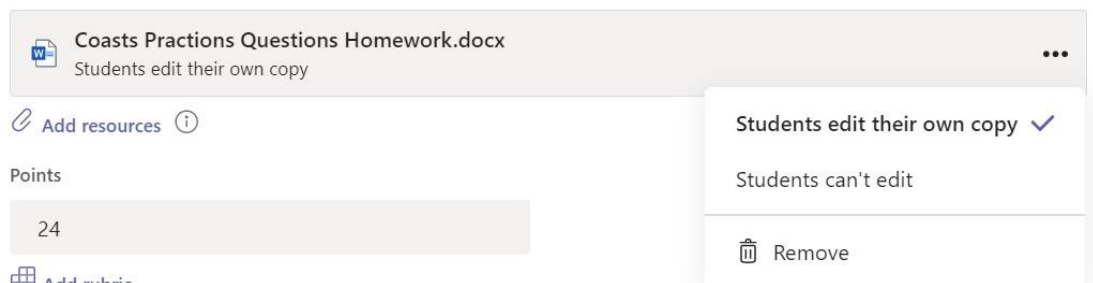
If you want learners to turn in written work or be working on questions as part of a lesson – e.g., answering questions, an essay etc. – then it is best when setting the assignment to add a blank Word document which learners can work in (if you do this – it is also possible to then view their work live if they are working on it during the lesson). This will mean that the learner will automatically be taken to Word to do the document when they work, and it will also make it much easier for them to hand it in.

To do this – when setting the assignment, click on “Add Resources” and then select the document you want to add – e.g., Word Document or PowerPoint Presentation – then give your document a name (e.g., Year 9 Geography – Deserts Assignment Questions).



IMPORTANT –

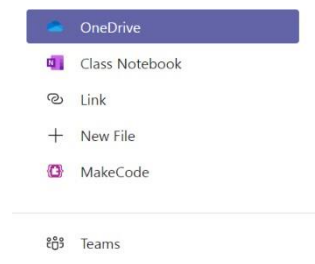
you must give learners ‘editing rights’ – once you have added the document, click on the three dots and select “Learners edit their own copy.”



You could also add a worksheet that you might want learners to complete on the worksheet itself.

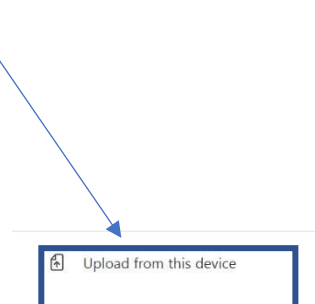
Important – to have a document on your assignment that learners can edit – you must have it saved in the correct format, which is .docx

If in college or at home using Windows 10, click SAVE AS and choose the top option format (just make sure it does not say Word97/2003, as that is the wrong format). Another way around it, if you are really struggling with this, is to add a New File to the assignment (using instructions in booklet) – this will automatically create a .docx file and then simply copy and paste the content from your file into this one – it might change format slightly but not a lot.



This time – when you click ‘Add Resources’- you can either upload directly from an area on your computer (e.g., from projects) – by clicking on “Upload from this Device” (this is at the bottom underneath all the others and can be easily missed if you don’t know where to look). Or, if you are using your OneDrive, you can upload directly from there (to add documents to your OneDrive, see Appendix 2 for instructions).

Either way, navigate to the file that you want to upload for learners – you will again need to make sure that you change the properties so that learners can edit their own copy.



MONITORING LEARNERS' WORK DURING A LESSON

If you have set an assignment as part of a lesson – and you have included a document for learners to work on, for example you might have introduced the lesson then you want learners to be working on some questions – it will be possible for you to monitor who has started / not-started work and also have a look at what they have written as they will be working on the documents you attached live.

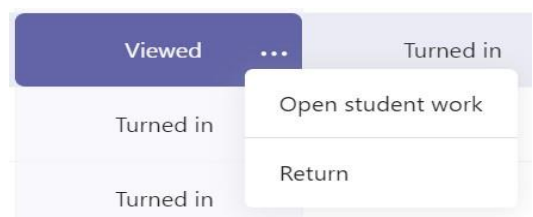
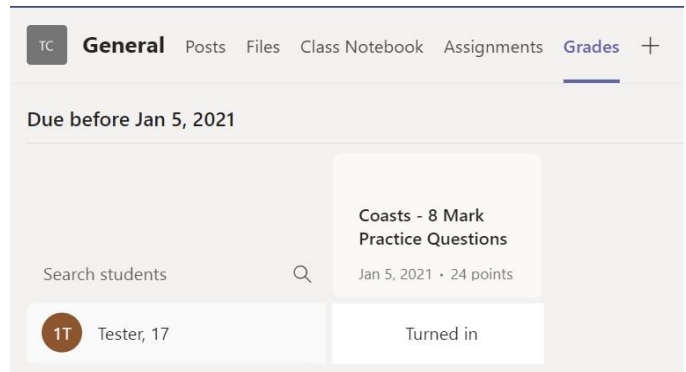
To do this...

- Go to your Class Team.
- Click on Grades – you will see a list of learners, and next to their name under the assignment, there will be one of three statuses.

NOT TURNED IN – This would indicate that a learner hasn't even opened the worksheet and so hasn't started the work or viewed it (this might mean they need help or might mean they just aren't getting on with what they should be).

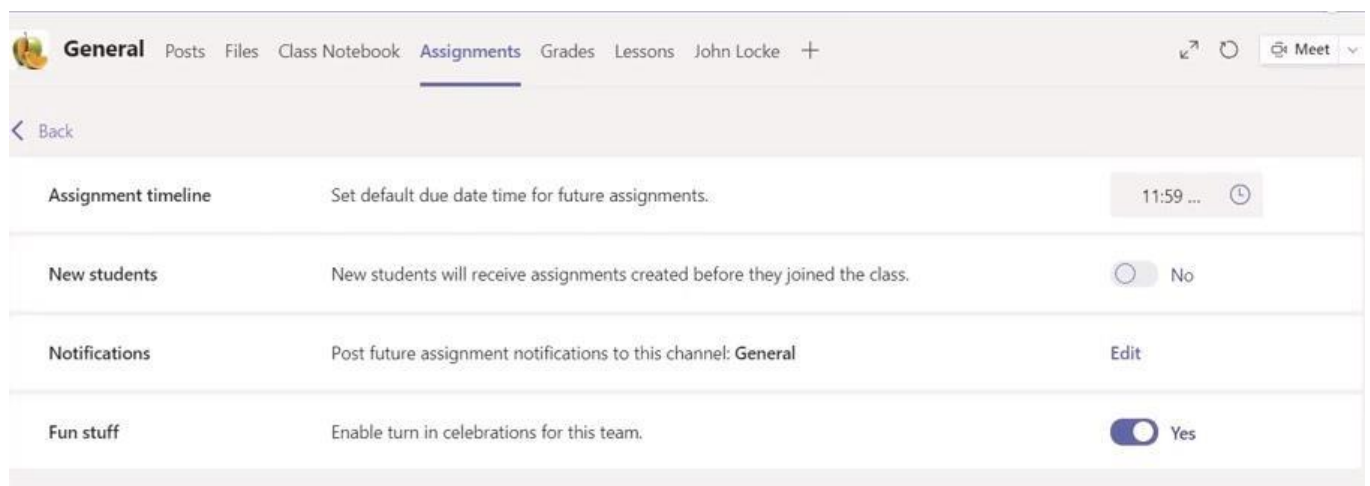
VIEWED – This would mean that the learner has opened the document, and if they have been asked to work on it during the lesson, it is likely that they are working on it live. Click on the three dots and select Open learner work – this would enable you to then see them working on the document live – it would mean you could give feedback on their document live if you wanted to.

TURNED IN – means that they have finished their work and returned it to you for marking (see sections on marking on Teams).



ADDITIONAL OPTIONS FOR SETTING ASSIGNMENTS

When you click on Assignments at the top of your Team – on the page where you have options, for Drafts, Assigned and Create you should see an ellipsis (three dots) in the top right-hand side of the page. Click this and choose "Assignment Settings" this will bring up the screen below.



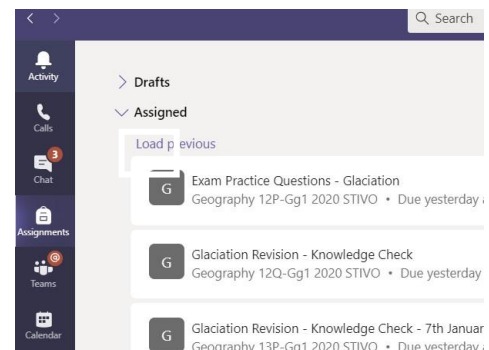
1. **ASSIGNMENT TIMELINE** – You can change the due date to a default date and time that you want for your assignments to save a little bit of time.

2. **NEW LEARNERS** – This is a particularly useful one and worth setting to on. If you have a new learner that is added to the class – if you turn on “Yes”, then when the new learner joins, they will automatically have access to the assignments that had been set before.
3. **NOTIFICATIONS** – you are less likely to use this unless you start to make more use of channels – if you do so then you can basically alter which channel notifications go to. For now, the default is probably what we will all want.
4. **FUN STUFF** – as a bit of fun, you can add turn-in celebrations which are little animations that will show on the learner’s screen when they turn in their assignments if you wish.

You will need to set the Assignments Settings you want for each class / Team separately, but you will only need to do it once – then you can come back at any time to make changes.

How do I see all the assignments I have due across all my Teams?

Simply click on Assignments in the Left-hand tab of Teams, rather than being in an individual Team – this will show you all Assignments from across your Teams.



Accessing the work to mark.

In your team, click on Grades at the top and you will see a similar screen to that opposite.

Search students		Glaciation 8 Mark Practice Questions Nov 20 • 24 points	Geomorphic Processes Exam Oct 23 • 16 points	Year 12 Glaciation - Knowledge Recall Oct 16 • 33 points	Movement of Glaciers Oct 9 • 23 points
SB	Student names appear here.		11	30	14
MC			14	28	
KD		Viewed	10	30	16
JD			7	30	17
GD			6	30	17
MF			6	31	13
BM			6	26	10
DM		Viewed	11	30	14
LO		Viewed	13	33	
IP		Viewed	3	18	14
AR			Turned in	25	15

Indicates that student has actually clicked & viewed work

Mark book is automatically populated when you add mark on an individual assignment.

Indicates that work has been handed in and is ready to mark.

5. If work has been completed and handed in – it will say “Turned in”. To open and mark work, please click on ‘Turned in’ in the mark book.

AR	Amelia		Turned in	...	25
HS	Harry	Viewed	3		Open student work
CT	Connor		11		Return

MARKING THE WORK

1. You can mark work in several ways:

- Simply print the work and mark as you would normally do to return to learners.
- If it is a Word document, then you could, **if you want**, use track changes and insert comments. OR you can simply add notes into the feedback box on the right of the screen. Likewise, if learners have uploaded photographs, etc., of work, you can write your feedback in the box. If your assignment had marks allocated to it – put the mark in the points section, and this will automatically transpose across into the grade book.

Important: if you do mark online or have added comments in the feedback box for learners, you **MUST** click Return to learner before they will see your marking – this means you can stop and come back to it if you are halfway through, as learners will not see it until you ‘return’ it to them.

Example below – is A Level work.

If students submit as a word document you can open in Teams and mark – you can use Track Changes and/or – add Comments – this is particularly useful where you want students to reply and can get really good dialogue going – particularly for GCSE / Alevel

Students can easily respond to your comments...

You can general feedback here or if students have submitted a photo / pdf which you can't write on directly – you put your feedback here

Once you click RETURN – students will then be notified you have returned their work and will see their mark and feedback.

Simply put the points (if a mark is required) in here and this will go across to your mark book.

STRENGTH – well done Max – a great effort – very good knowledge and understanding shown of geomorphic processes and how influence landform development. You have also made a really good effort to pay careful attention to the command words / focus of the

Points 14 / 16

Return

Feedback

Student Work
Returned October 28, 2020 at 8:07 PM
View History

Geomorphic processes exam questions.docx

Insert Layout References Review View Help Open in Desktop App Tell me what you want to do Reviewing Comments

Calibri (Body) 11 A⁺ A⁻ B I U A⁺ A⁻ ...

Explain the influence of geomorphic processes in the formation of a roche moutonne (8)

One influencing geomorphic process in the formation of a roche moutonne is the movement of the ice and the transport of material. The formation of a Roche moutonne comes from the movement ice over masses of resistant rock. The movement of the ice is crucial for the formation as this is the driving force for many of the other factors and is what allows the other processes to occur. A roche moutonne forms at a warm based glacier as this allows the process of basal slippage and required movement. The ice has to be moving so it can travel over the mass of rock and carry out the other processes. The process of basal slippage and regulation slip is crucial so the ice can move up the side of the mass of rock allowing the other processes such as abrasion to occur from the geomorphic process of transport material, creating the defining characteristics of a roche moutonne such as striations and groves from the abrasion. The geomorphic process of transportation is influencing the formation of a roche moutonne as it supplies the movement of material for the erosion process of abrasion but also the carry away of material from the area.

Another influencing process in the formation of a roche moutonne is the process of erosion and weathering. These processes help and work hand in hand for the formation of a roche moutonne. The main erosion process on the upside of the mass of resistant rock (stoss) is abrasion and this is the process of rock flour and other material being transported on the underside of the glacier scraping the resistant rock and wearing it away. this influences the formation of a roche moutonne as it creates the of the smooth upside known as the stoss. The geomorphic process of weathering and erosion process of plucking is crucial for the formation of a roche moutonne and the defining characteristics of the jagged downside known as the lee. Where weathering processes such as freeze thaw and frost shattering have pre-weakened the rock by water expanding inside and around the rock increasing the pressure causing breaks, this then allows forcing cracks apart the process of plucking will be more effective to occur. This is because as the previous meltwater caused by basal slippage moves over the mass of rock the pressure decreases and so the water refreezes in the fractures in the rock caused by the weathering and becomes a part of the glacier. And so, as the glacier continues to move the sheer force causes these fragments of rock to be ripped out and transported away, leaving behind the jagged downside.

Robert Chambers (St Ivo A...
"I would start by making it clear what a roche moutonne is / what the shape is like - can you describe it?"
October 28, 2020, 6:33 PM

Maxwell
a roche moutonne is a mass of resistant rock that protrudes from the base of a v shaped valley. It has a smooth upside known as the stoss and a jagged downside known as the lee.
November 4, 2020, 10:25 AM

Reply...

Robert Chambers (St Ivo A...
In an exam situation I think a more succinct way would be to emphasize the various geomorphic processes
November 4, 2020, 10:25 AM

Reply...

CREATING A QUIZ IN TEAMS USING MICROSOFT FORMS

1. Go to Assignments – click Create and then select Quiz.
2. Select which class you would like to create an assignment in and click Next.
3. You will then have a choice to either pick up a form you have already created using FORMS (which you can access separately through the 9 dots in the top left-hand corner of your 365email) OR which is more like click **+New Quiz** at the top of the screen.
4. This will take you through to the main Forms Area where you devise your quiz questions and set responses.
5. When you click Add New, you will find you have the following choices.

You will mainly want to use Choice (multiple choice / True and False) or Text (free-text answers)

6. From here it is quite self-explanatory – for example, see below for a multiple-choice question.

Make sure you add in how many points the question is worth.

Add more possible answers.

Add images if you wish.

If there are two or more correct answers, select this.

Determine whether learners can leave it or not images if you wish.

7. Adding responses – when you type in an option – as you click on the option, you will have three options come up by the side...

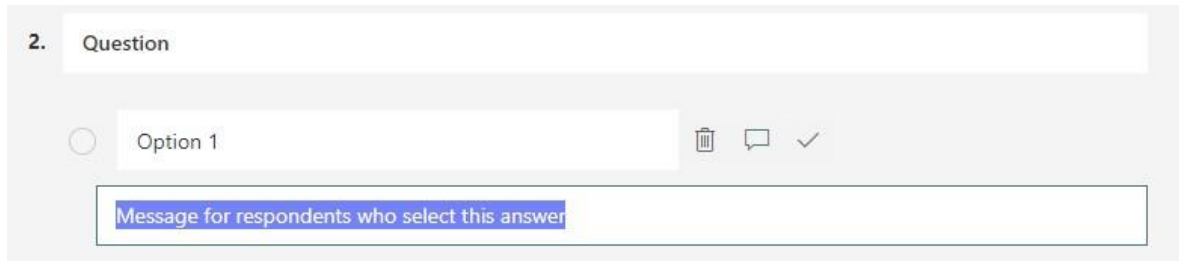
Delete, Response, Correct answer.

Make sure you have indicated the right option, which is correct, by clicking on the tick – otherwise it will not be automatically marked by the computer.

Response – this enables you to give feedback when a learner selects a particular option.

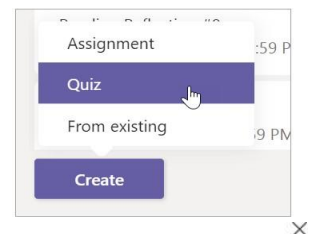
- i. This could be a 'congratulations – this was correct' or
- ii. Could be a response explaining their error and what they should have said.

This helps make this quite a powerful tool for providing automatic formative feedback!

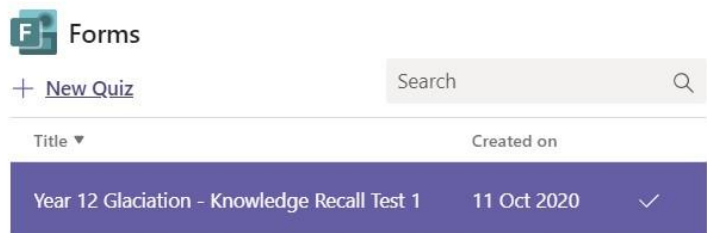


To set the quiz for learners:

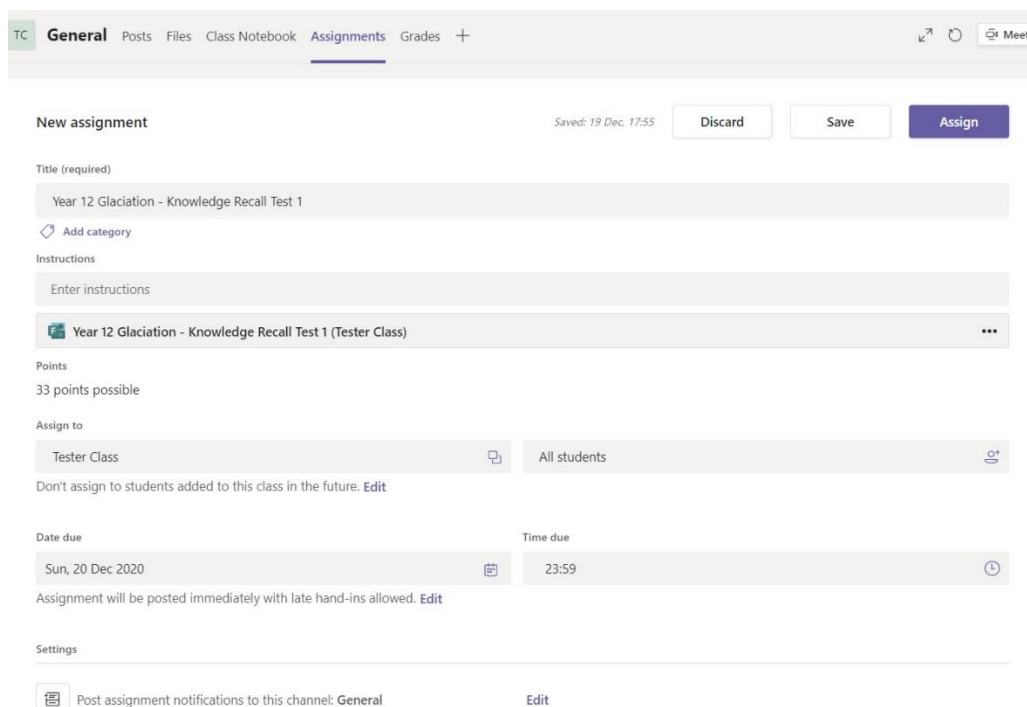
1. Go back to select the class team for whom you want to set the quiz.
2. Select the Assignments tab, click on Create, and then select Quiz.



3. This time, select the quiz you have created (you may need to search for it in the search bar).



4. Once selected, it will appear in the assignment under resources – enter the rest of the assignment settings and then select Assign.



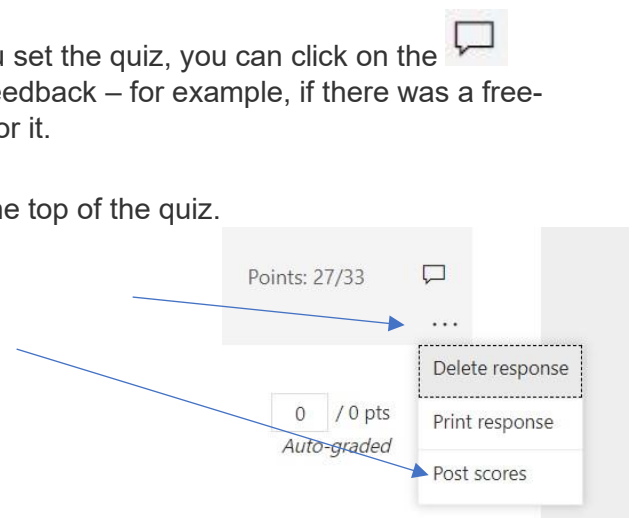
- Learners will be able to complete the quiz, and you can grade it in Teams. If you have added points for a multiple-choice quiz, then Forms automatically calculates the points earned.

Grading Quizzes / Returning Feedback.

- Select the Assignments tab and then select your quiz.
- In the To return tab, you will see all learners who have been assigned the quiz and whether they have viewed it, Not turned in, or Turned in.
- If a learner has Turned in by their name – click on this, and you can review their quiz.
- You can move from question to question. Any multiple-choice questions will be marked – but you can add in any extra points for any free-text or add extra credit where needed.
- If you have not used the feedback option when you set the quiz, you can click on the  comment box for a particular question and leave feedback – for example, if there was a free-text response – you could leave written feedback for it.

- To provide an overall comment – click on  at the top of the quiz.

- To post a learner's score and return their graded quiz with feedback – click on the three dots at the top of the quiz (under the comment button) and click on Post. Learners will then be able to see and access their quiz / feedback, and it will show in the Returned tab.



An overview of the feedback screen:

Saved Review next

Review: Year 12 Glaciation - Knowledge Recall Test 1 (Geography 12Q-Gg1 2020 STIVO)

People Questions

Time to complete: 09:14 Points: 27/33

Leaver overall comment for the learner's performance in the Quiz as a whole.

1. Please type Today's Date (this will help you see progress when you sit this again in the future)

05/11/2020

2. What is the name of the current interglacial?

☒ Holocene ✓

☐ Oligocene

☐ Eocene

3. The last glaciers retreated from Britain about 20,000 years ago

☐ True

☒ False ✓

0 / 0 pts
Auto-graded

1 / 1 pt
Auto-graded

1 / 1 pt
Auto-graded

Provide comment on a particular question.

Change / amend points if a free text question or for method marks.

There is a really useful video here which goes through the whole process of creating and grading a quiz in Microsoft Teams: [How to create a quiz in Microsoft Teams - YouTube](#)

SHARING FILES WITH A CLASS TEAMS

Where should you share files with a class?

Class Materials folder – this is where files that CANNOT be edited go. Learners can obviously download and re-save the files and edit them, but they cannot edit the originals in the Class Materials folder – it is Read Only.

Files that go just in the root folder of the Files area or in a new folder in Files for which you do not change the access setting will be collaborative so learners can co-edit. Anything you create in the root files folder will be accessible and editable to all – this means that you could, for example, with a sixth form group collaborate on creating a model exam answer, for example – you could work on this live with learners, adding in bits.

General Posts **Files** Class Notebook Assignments Grades Resources

+ New Upload Sync Copy link Download

General

Class Material – Files that go here can NOT be edited – e.g., syllabus, PowerPoint you don't want to change etc.

Student Work – Folders in here for each learner

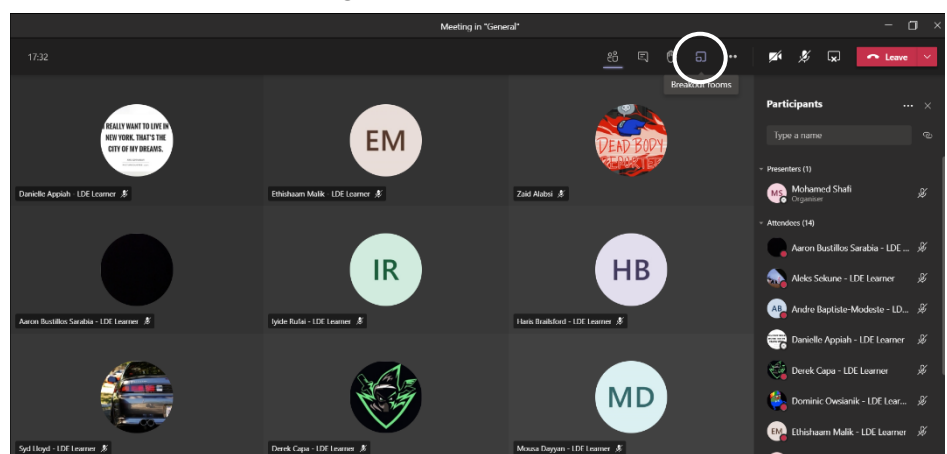
Teachers Only – only you can see the materials you put in here.

This file is co-editable by learners as it is just in the root Files area – can be used to collaborate – e.g., if you wanted each learner to create a slide on a shared PowerPoint.

BREAKOUT ROOMS

If you want learners to do group work, you can assign them to breakout teams. You can set a task, and it will send them to the rooms. You can either assign them partners or let teams choose them randomly. After the discussion time is up, you can close the breakout rooms, and it will automatically bring the learners to the main meeting.

Step one: When you have given the learners a pair work/group activity to do, click on the breakout room icon.

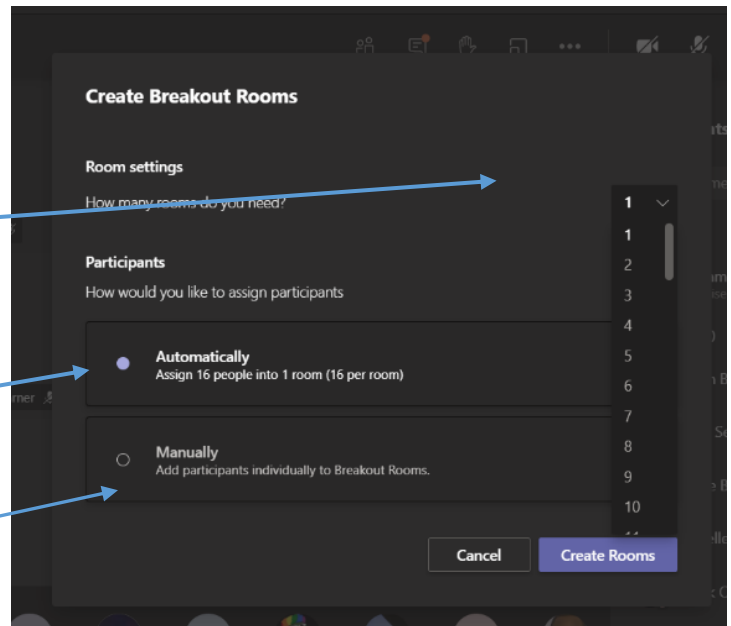


Step two: Once you have clicked on the breakout room icon, this pops up.

You can select the number of rooms you wish the learners to breakout into. This is dependent on how many people you want in a group. If I have a class of 15 and want them to work in 3 groups of 5, I will select 3 rooms.

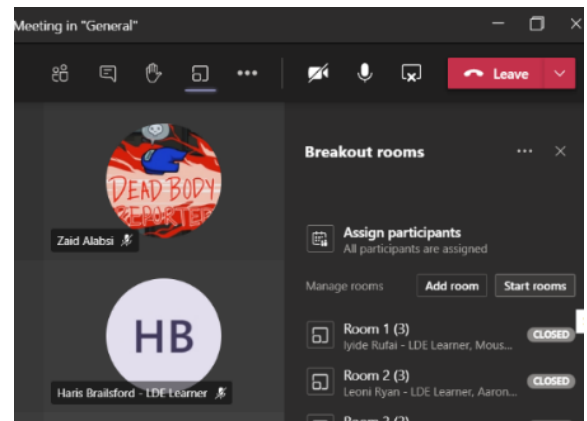
You can let teams randomly assign the learners to their groups, or you can manually choose yourself.

NOTE: it could be time-consuming doing it manually. After you have done that, click on Create rooms.

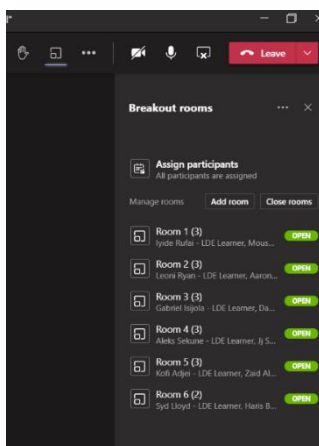


Step three: Once you have clicked Create rooms, it will take you to this screen.

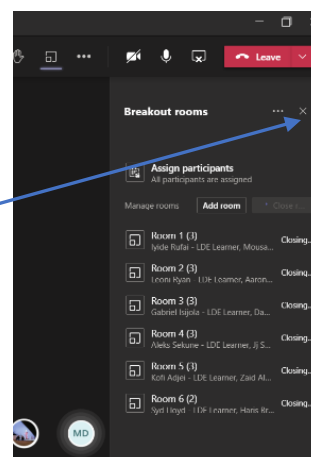
When you are ready for the learners to do their group work/discussions, click on Start Rooms.



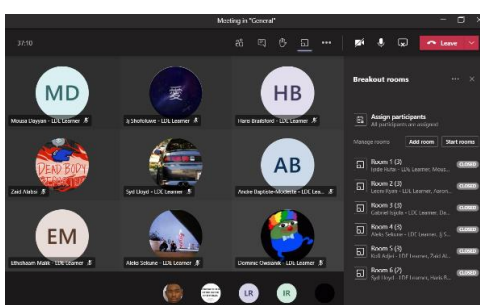
Once you have clicked on start room, all the learners will leave your meeting and it will automatically take them to their assigned group.



By clicking on the three dots, you can send announcements to the groups. i.e. 'you have 2minutes left'.



Step four: After their group task, you can click on close room and it automatically brings learners back into your meeting. At this point, you can have a class discussion on what the groups did.

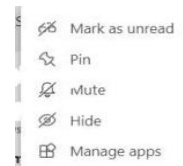


All rooms are closed, learners are back into my meeting.

FREQUENTLY ASKED QUESTIONS

I am getting lots of notifications from staff chats that I am no longer part of. How do I mute these?

Click on Chat on the side toolbar. Right-click on the chat you wish to mute and click Mute. If you wish to later get notifications, you can do the same thing and unmute.



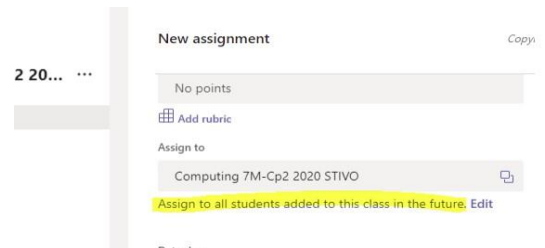
How can I make a 'practice' call with a colleague to practice sharing screen, etc., which won't show to my learners?

IMPORTANT - Please do not do a 'meet now' in your actual class, especially out of college hours and in your actual class, as learners can then join.

If you plan to practice with a colleague, please do this by calling them directly one-to-one (so use the calls function from the Teams toolbar – search for your colleague's name and then select the video call option. You can do all the same Meet Now functions by calling a colleague directly using the call feature, as this is the same as a Meet Now.

Why might it be that a learner can't see the assignment, whilst the rest of the class can?

The likely reason is that this might be someone who was added to the class after the assignment was set. Learners who join after an assignment is assigned will not be able to see it, so please ensure you have changed this setting by clicking Edit and choosing 'Assign to all learners added to this class in the future'. This is when setting up an assignment.

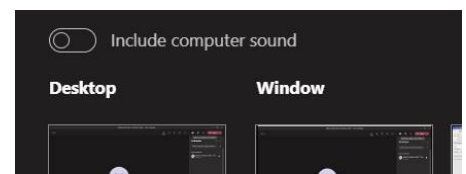


If you have already assigned the work, you can go back into it and select 'Edit Assignment' to change it for that assignment.

Learners cannot hear the audio when I'm playing a video.

Make sure that before you share a screen to show a video, you must click 'include computer sound' in the share box before you share your window / screen.

If you forgot – simply stop sharing screen – allow the 'include computer sound' button, and share the screen again.



Some learners cannot hear the audio when I'm playing a video / Video playback is 'laggy' for a learner.

Sometimes, simply telling them to leave and then rejoin a lesson / live meeting can be enough to sort this out. Get them to try this first. If they can hear you speaking to them, and others in the meeting can hear the audio – it is likely a leave and rejoin might sort the issue. Otherwise, it might be a settings option on their computer (they can access device settings from the ellipsis (three dots) at the top of their live meeting screen).

I have uploaded a document to assignments, but I don't have an option to make it editable by learners – why is this?

The most likely reason is that your document is not in the right format! To have a document on your assignment that learners can edit – you must have it saved in the correct format, which is .docx

If in college or at home using Windows 10, click SAVE AS and choose the top option format (just make sure it does not say Word97/2003 as that is the wrong format).

Another way around it, if you are really struggling with this, is to add a New File to the assignment (using instructions in booklet) – this will automatically create a .docx file and then simply copy and paste the content from your file into this one – it might change format slightly but not a lot.

I have a learner who should be in my class / team but hasn't got access to it, and they aren't on the member list – what should I do?

If you are missing any learners, simply add them as a learner just like you added a teacher. Click on 3 dots, Manage Team, Add Member, Select Learners, type in the name and click on Learner.

You may well have names that spring to your mind that have joined either as a new learner or mid-way through the Autumn Term; they will not be on your team, and you will need to add them (using the instructions above).

Possible parental questions (if you receive an email)

What is my child's email address and login details?

Contact itteam@ldeutc.co.uk

We do not have Microsoft Office on our laptop. What should we do?

Learners were shown in their lesson how to access Word, PowerPoint and Teams online. Once Microsoft Teams is installed on their computer, they can complete Word documents and other work within Teams; they will not need Office as a separate software package.

If on a mobile device such as a Smartphone or Tablet, they need to have Microsoft Office and Microsoft Teams installed from the app store of their device.

My child cannot see any classes on their Teams.

Reassure them, take the learner's name down and pass it on to the Pastoral Team. Inform them that their classroom teachers will be informed, and learners will be added as a matter of urgency.

TIPS AND TRICKS

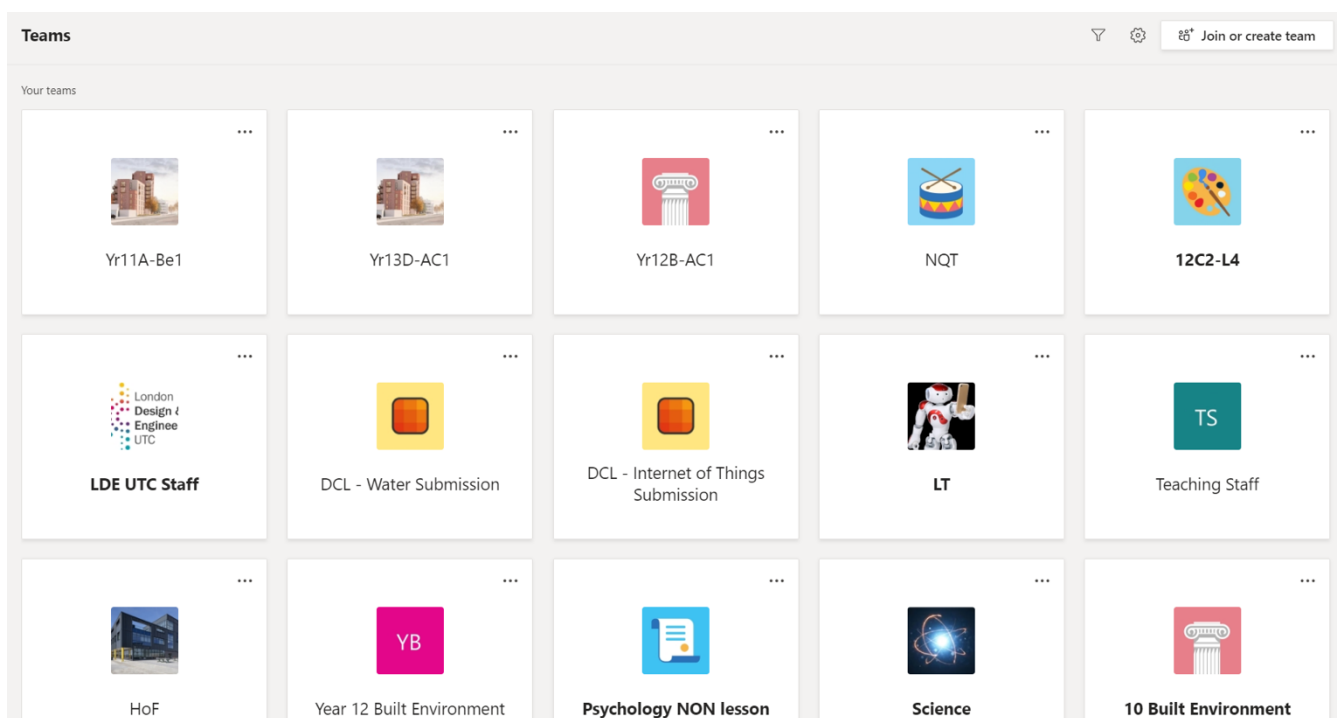
ORGANISING TEAMS TO MAKE THEM EASIER TO FIND

With so many Teams in your list, it can be difficult to find them, but you can easily re-arrange them to create a logical order (e.g., from KS3 through to KS5)

To make your teams easier to find, you can drag and drop your Teams within your Teams list to put them into the most logical order for you to find them quickly.

When in this view – just click and hold on a Teams icon and drag and drop it to move it around.

You can also 'Hide' Teams that you use less frequently or to highlight just those Teams you want to focus on at the moment. To do this, click on the ellipsis (three dots) and select Hide Team. These will go to the bottom of the list and be hidden unless you click on Hidden Teams, which will allow you to access them.



KEYBOARD SHORTCUTS

There are some useful Keyboard shortcuts for Teams – if there are things you use regularly, it might be worth checking out if it has a shortcut!

Keyboard shortcuts

Keyboard language is: English (United States)

General

Show keyboard shortcuts	Ctrl	.	Go to Search	Ctrl	E	
Show commands	Ctrl	/	Open filter	Ctrl	Shift	F
Goto	Ctrl	G	Open apps flyout	Ctrl	~	
Start new chat	Ctrl	N	Open Settings	Ctrl	,	
Open Help	F1		Close	Escape		
Zoom in	Ctrl	=	Zoom out	Ctrl	-	
Reset zoom level	Ctrl	0				

Navigation

Open Activity	Ctrl	1	Open Calls	Ctrl	2		
Open Chat	Ctrl	3	Open Assignments	Ctrl	4		
Open Teams	Ctrl	5	Open Calendar	Ctrl	6		
Open Files	Ctrl	7	Open Insights	Ctrl	8		
Go to previous list item	Alt	↑	Go to next list item	Alt	↓		
Move selected team left	Ctrl	Shift	←	Move selected team right	Ctrl	Shift	→

[See shortcuts for all platforms](#) | [Office Accessibility Centre](#)

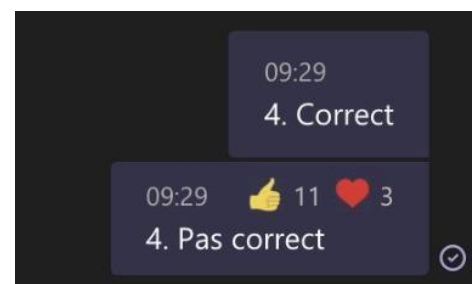
GETTING QUICK RESPONSES FROM LEARNERS FOR AFL, etc. IN A TEAM'S CHAT

Quick responses to True / False

This works well for quick true / false questions and is quicker than creating a poll – simply type true / false (the example in the screenshot is from a French lesson) into the chat, and learners like a response to select that one.

Getting a quick indication of which learners have finished.

Simply post 'Finished' in chat and learners click like when they have done to help with pace and timings.

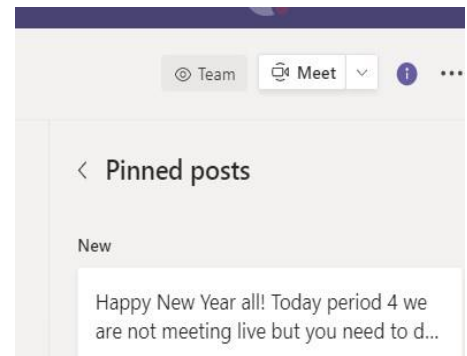


MODELLING ANSWERS LIVE – use of IWB or Graphic Tablet.

If working in college, when you use the share screen option, you can write on your interactive whiteboard over your PPT live or use the IWB/ notebook software, allowing you to live model examples. If you are not in college but have a graphic tablet, this will also allow you to write over your screen to help model answers.

PINNING IMPORTANT MESSAGES / THREADS IN A COURSE CHAT

Team chats can mean that some information can quickly get hidden as lots of other messages appear and send it out of view. However, you can easily Pin Posts to the new 'Channel info' pane – messages that are pinned can easily be accessed / found by you and your learners if you click on the information button at *the top right hand side of the screen* you will find an information side bar appears showing information about the Team and there is a section called Pinned Posts which will just show those posts you have pinned (for example you could do this with assignments etc. or live lesson recordings to make them easy to find. Just let your learners know (or demonstrate in a lesson) that if they click on the information sign – it will show all pinned posts.

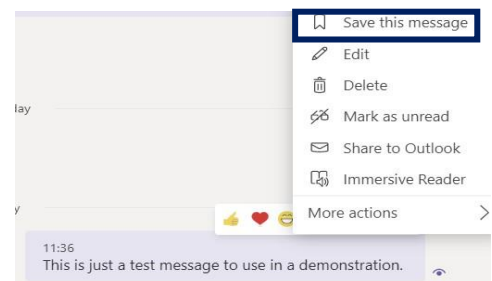


There is a really good video here which shows how this works and what it looks like to learners on their view. [How to Pin a Post in Microsoft Teams NEW UPDATE - YouTube](#)

BOOKMARKING A MESSAGE

It is possible to bookmark any message, so it is easy to find later.

To later find saved messages – simply type **/saved** into the search bar at the top, and it will bring up all your saved messages.

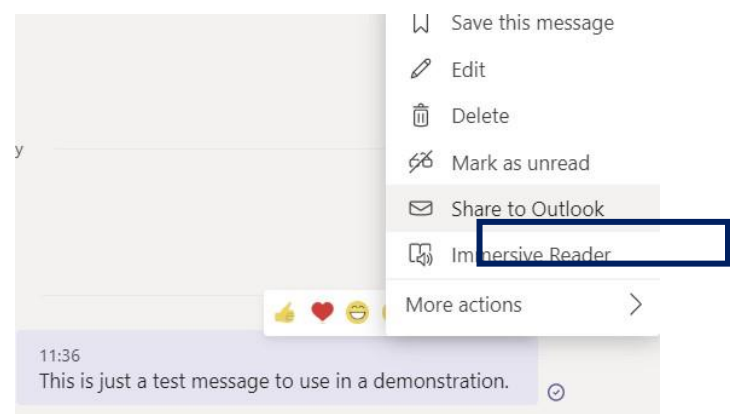


USE OF THE IMMERSIVE READER

For learners with visual, learning and reading difficulties / learners with dyslexia.

The immersive reader option was originally designed for people with visual, learning and reading difficulties and learners with dyslexia – it simplifies the user interface, removing distractions and allows the user to focus on the content.

The immersive reader function is very easy to use - next to any message, click on the 3 dots (also known as the ellipsis) and select immersive reader.

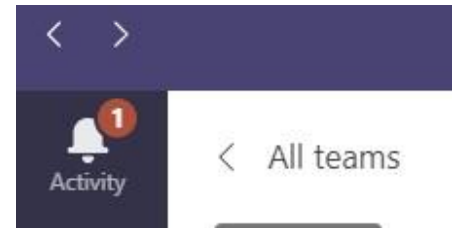


It will then bring up the message in a large window with an added option of a play button, which can be used to read the message out loud.

You can find out more about the immersive reader, including its other uses; this includes translation of text into other languages and the ability to break up parts of speech in terms of grammar. There is also a picture dictionary, which gives the ability to click on a word to gain a visual representation. [Use Immersive Reader in Microsoft Teams - Office Support](#)

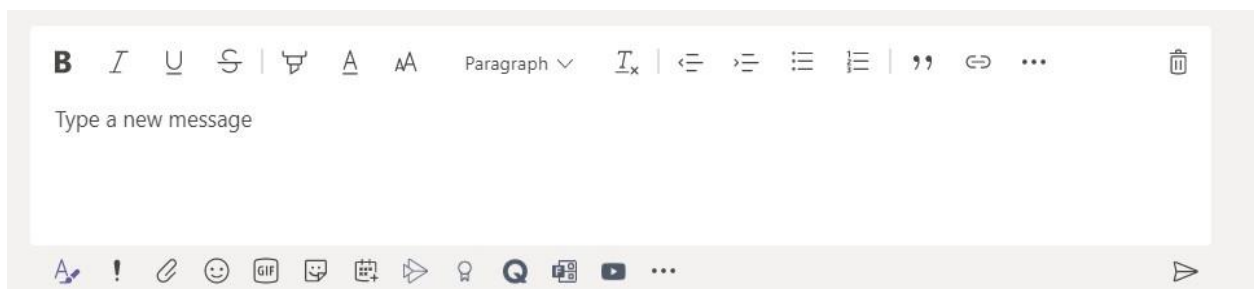
GOING BACK AND FORWARD IN NAVIGATING TEAMS

Just like a browser has a back and forward button – so does Teams – but it can be easy to miss this function. It can just speed things up for you when navigating through!

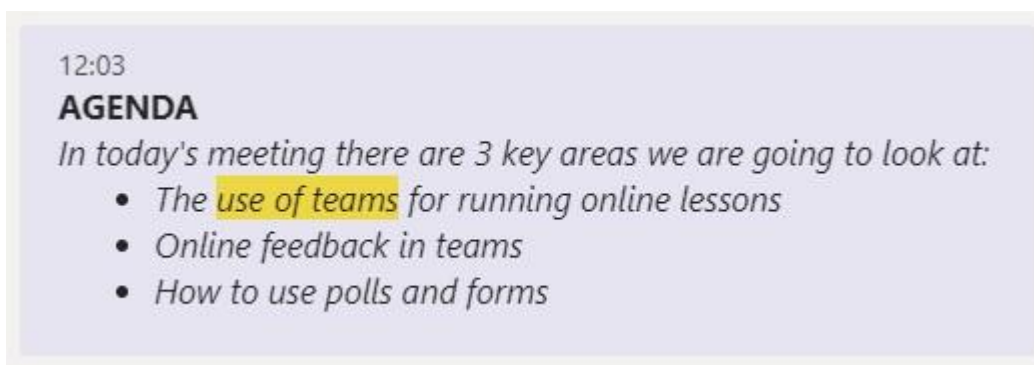


FORMATTING A MESSAGE

If you want to make things stand out in a message – for example, use of bold, highlight, italics, etc. as you would in Word – simply click on the **FONT icon**  underneath your message before you start typing, and it will bring up a rich text option.



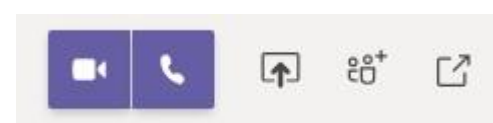
You can then create formatted messages, e.g.



You can also add shortcuts / weblinks within this using the link button.

SPEAK INSTEAD OF CHAT OR SHARE SCREEN WITH A COLLEAGUE WITHOUT A LIVE MEETING.

If you are chatting with someone but would find it easier to talk to them, you can easily call them using the video / phone button at the top of the chat. You can also share your screen directly with that person rather than actually being in a meeting, but click on the screen share button at the top of the chat. Useful if you are working with colleagues in your department.



Just remember though that it will call whoever is in that chat – so if you are in a whole college chat, it would call all the staff in that chat – so make sure it is only the people you want to call that are in the chat!

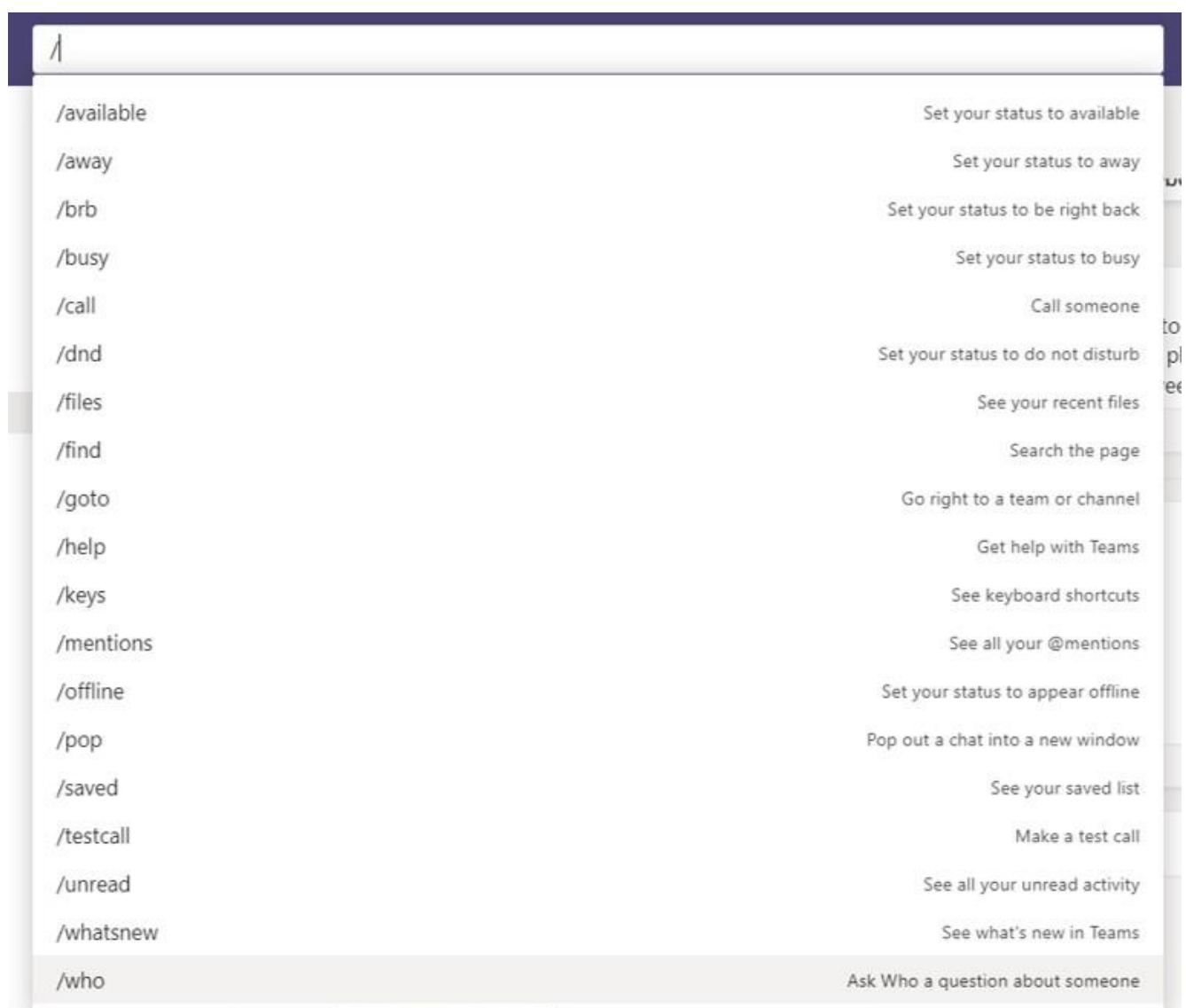
USING THE SEARCH BAR TO PERFORM AN ACTION

A good time-saving option is using the commands function of the search bar.



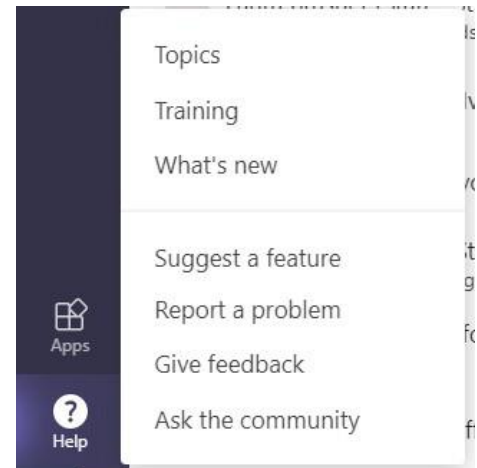
As well as searching for things, the search bar at the top allows you to carry out commands quickly.

If you just click **Ctrl+I** it will bring up a list of commands and you can click on it.



GETTING HELP DIRECTLY IN TEAMS

There is a help button in Teams itself – that is easy to miss – it's at the bottom of the screen, and there are lots of helpful tools in there. This includes other training videos that people may find useful.



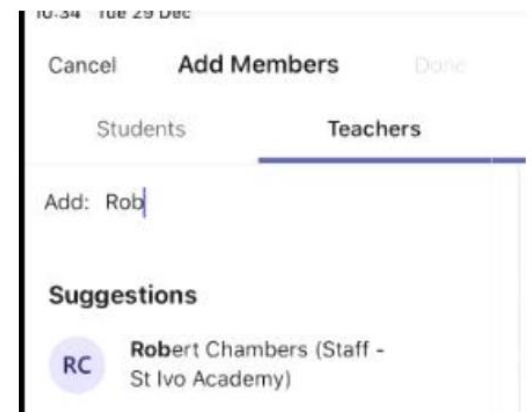
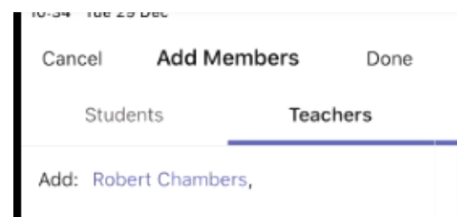
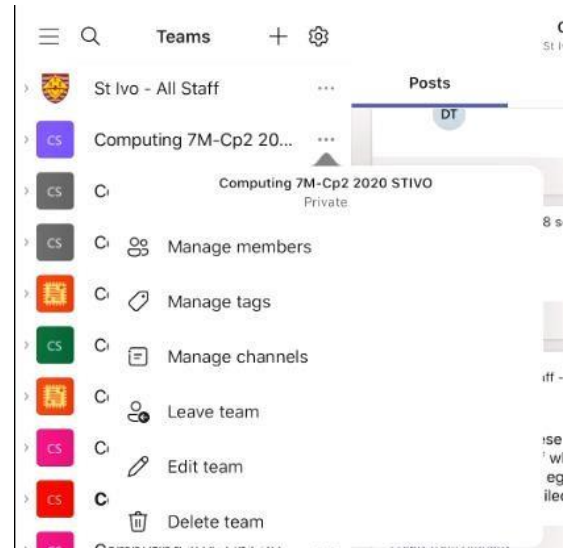
ANNEX D

USING AN IPAD TO DELIVER A LIVE LESSON

Please note that with regard to preparation for lessons – e.g., generating codes, etc. it is much easier to use the desktop version and in fact class codes for merging cannot be generated using the iPad version.

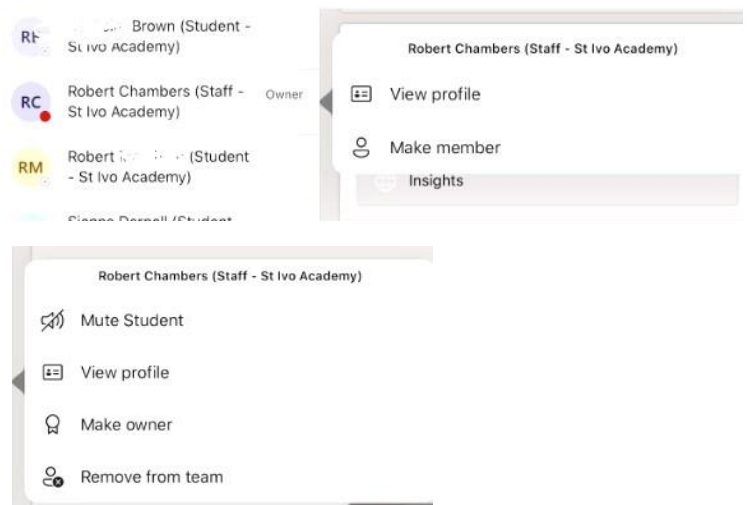
ADDING A MEMBER OF STAFF VIA iPad

1. Click on the three dots next to the Class team you wish to add a member of staff to.
 2. Click on the + sign next to Team members (31) to Team members.
 3. Click on Teachers and then start typing the name (NOT INITIALS) of the member of staff you wish to add.
 4. Select the member of staff you want to add so that they appear in blue in the 'Add' box and click Done.
- They will now be a member of the Team.



TO REMOVE A MEMBER OF STAFF FROM A TEAM USING AN IPAD

1. Click on the three dots next to the member of staff and select Manage Member of staff – click on Make Member.
2. Click on the staff name again and then select Remove from team.



RUNNING A LIVE LESSON USING AN iPad

STARTING THE LESSON

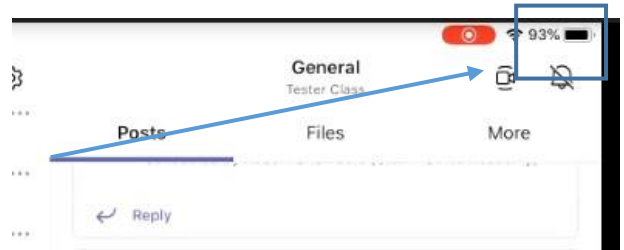
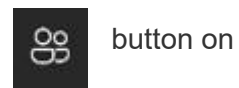
Select the Class Team you are going to run the lesson for and click the little down arrow next to the Team and click on General.

To start the meeting, click on the 'Meet Now' icon in the top right-hand corner.

This will generate a 'meeting' notification in the learners' Teams conversation with a Join button for them. You will see a screen on your iPad as follows – but you won't need to click Add participants or share meeting invite as this is done automatically in your team for the learners you need.

You will then just wait for learners to arrive. You will start to see the initials coming up of the learners who have joined as they appear.

To get a list of learners that are online – simply click on the participants

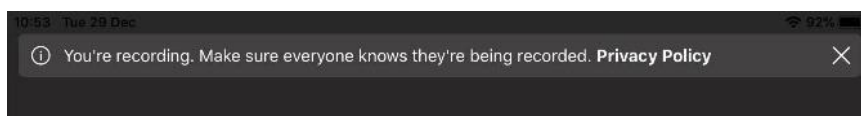
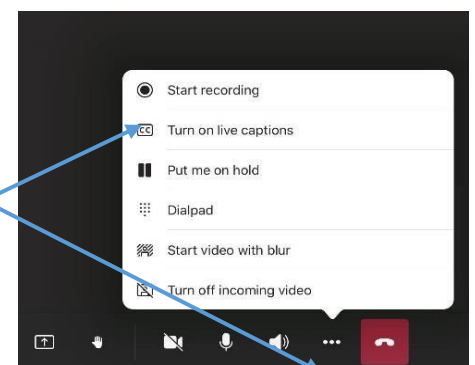


RECORDING THE LESSON

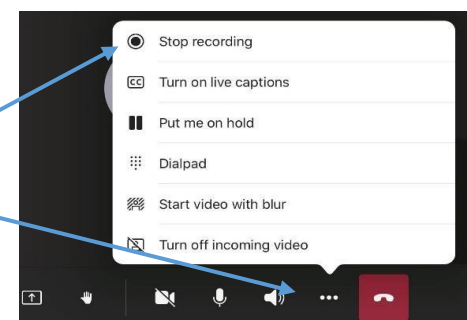
You can record the lesson if you wish, or record the taught element.

To do this.

1. Click on the three dots on the toolbar at the bottom of the screen.
2. Select Start Recording
3. You will see a message at the top of the screen (see below) which confirms that recording has started.



4. To finish the recording – click on the three dots at the bottom of the screen, click on 'Stop Recording'.



LEARNER ENGAGEMENT ON iPad LESSON.

HANDS-UP

Learners who have their hand up will be shown as a yellow hand -

To see who it is – if you click on the Participants button along the bottom toolbar, you will get the list of participants, and the yellow 'hand-up' sign will show by one of the names.



USING THE CHAT

When using the iPad – you will see if a message has been added to the chat as a red dot will appear next to the chat symbol.

When you click on the chat Symbol – you will then see what the learner has written.



When sharing a PowerPoint, it can be difficult to monitor the chat as well, so it is worth looking at the chat on your phone.

USING AUDIO / VIDEO

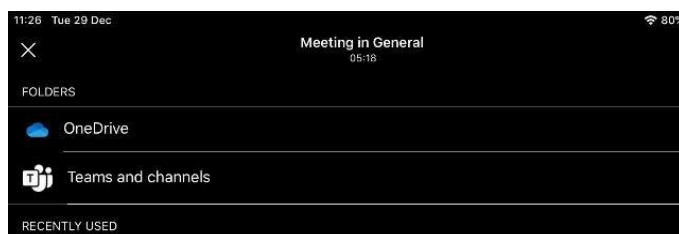
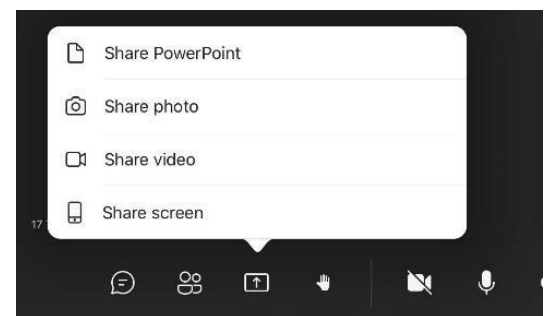
As before, learners are free to use their microphones to answer a question if you give them permission to do so, but they should then turn their audio off again.

In some lesson situations, it may be useful for learners to show work via a webcam. If this is the case, again there needs to be clear permission by staff to switch cameras on (although no expectation that a learner should have to). Once work has been shared, a learner's camera should be switched off again.

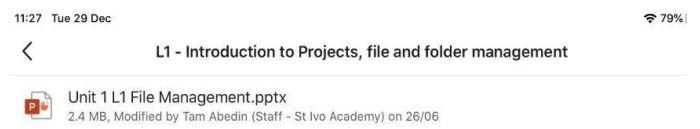
REMEMBER - WHETHER A MEMBER OF STAFF DECIDES TO TEACH WITH THEIR WEBCAM ON OR NOT IS PURELY DOWN TO EACH INDIVIDUAL MEMBER OF STAFF AND WHAT THEY FEEL COMFORTABLE WITH. THERE IS NO EXPECTATION THAT YOU HAVE TO HAVE IT ON, ALTHOUGH SOME MAY WISH TO.

SHOWING A POWERPOINT DURING A LIVE LESSON ON TEAMS

1. Click on the Share Content button on the toolbar.
2. Select Share PowerPoint
3. Select your OneDrive Folder from the list that comes up. To share PowerPoints, etc. using your iPad, it is easiest to have these shared in your OneDrive Folder.



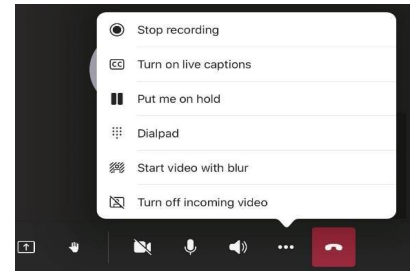
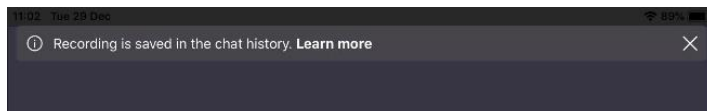
4. Navigate to the Correct Folder and resource in your OneDrive and select it. Example opposite.
5. Your PowerPoint (see example opposite) will now show on your screen and be shared, and you can work through it.
6. To stop sharing the PowerPoint – simply click on Stop presenting.



TO FINISH A LESSON

There are two important steps:

1. If recording, you must remember to stop. To do this, simply click on the three dots and select 'Stop recording'. You should get the message below.



2. Unlike the desktop version, there is no 'End meeting for all', so it is important that a member of staff is the LAST to leave a meeting – there shouldn't be any learners left on the meeting before a member of staff leaves. If you have a lesson immediately afterwards, therefore it is likely you will need to finish the lesson 5 mins before the end to ensure everyone has left and that you have your resources / meet now ready for your next class.

Ask all learners to leave the lesson – and click on the Participants icon so you can see who is remaining on the call. It is unlikely you would need to do this, but if, despite asking, any learners are left on the call – you will need to remove them manually before you leave the call.

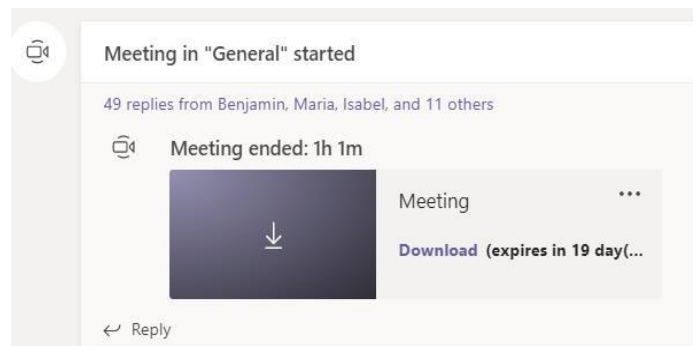
Once there are no more learners showing on the participation list as still in the meeting, you can then click on the Red 'hang up' button.



ACCESSING RECORDING OF THE LESSON

The lessons recorded in Teams will be stored in 'Posts' in the General area and are available for 20 days, so if you wish to download them for use for revision etc., please do.

TIP: If it appears that you can't see the video for a session – click back on the responses to the meeting chat so that the meeting chat opens again and the video link should be at the end.



Twitter Feeds

Some useful Twitter Feeds for TEAMS / ONLINE LEARNING

@MicrosoftTeams [Microsoft Teams \(@MicrosoftTeams\) / Twitter](#)

@MicrosoftEDU [Microsoft Education \(@MicrosoftEDU\) / Twitter](#)

@mtholfsen [Mike Tholfsen \(@mtholfsen\) / Twitter](#)

@kevstrat [Kevin Stratvert \(@kevstrat\) / Twitter](#)

@msonenote [Microsoft OneNote \(@msonenote\) / Twitter](#)

Hashtags to follow:

#onlinelearning

#microsoftteams

#remoteteaching

#teamseducation