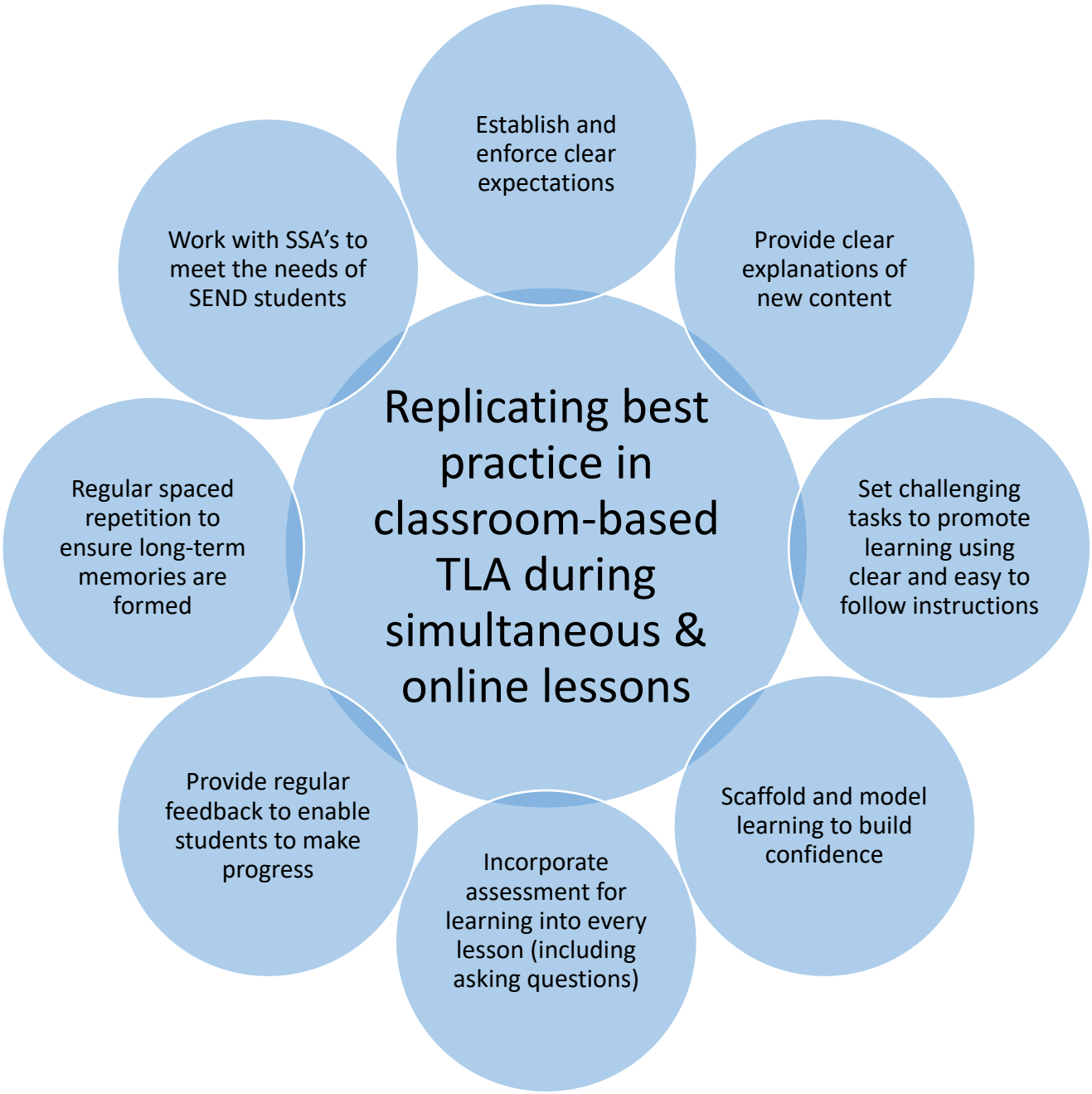
Simultaneous and Online Lessons: Best Practice Guide

Vision	• To replicate best practice in classroom-based TLA during simultaneous and online lessons so that every student receives a supportive, challenging and enjoyable learning experience which enables them to make outstanding progress and underpins progression to their aspirational next step in education, employment or training.
Purpose	• To provide staff with a clear vision for the delivery of simultaneous and online lessons. • To provide staff with a shared set of minimum expectations about the delivery of simultaneous and online lessons to help manage workload and support good mental health. • To provide staff with a dynamic, interactive guide which supports the ongoing drive to maximise the educational impact of simultaneous and online lessons.
Provenance	• Based on the Department for *Education's Remote education good practice* guide. • Additional ideas, strategies and resources supplied by the College's TLA Development Team and feedback about outstanding practice from the TLA Quality Review Team.
TLA Development Team	For further advice and guidance, please contact a member of the College's TLA Strategy & Development Team. Each team member has a specific cross-College focus which they lead on: • Wayne Russell: Chair • Joe Norton: Independent Learning & VLE (Moodle) • George Rossetter: Quality First Teaching (Specialist Learning Support) • Catherine Cushnie: Pastoral Curriculum • Scott Townshend: Quality First Teaching (Stretch and Challenge) • Tom Smith: Virtual Learning (MS Teams) • Maria Dean: CPD (TLA)
TLA Quality Review Team	Due to the ongoing impact of the pandemic the final plan for 2020/21's QA activities is yet to be finalised. Staff will be kept up-to-date as plans become formalised. In addition to their department-based QA role each member of the team has a cross-College focus which they lead on: • Louise Andrew: Manager with responsibility for developing and implementing the College's QA strategy • Marcus Smith-Connor: Virtual and independent learning • Maria Dean: Professional practice, ITT and NQT's • Chris Madej: Quality First Teaching (SEND and Specialist Learning Support)

	• Daryl Stappard: Quality First Teaching (Stretch & Challenge) • Kam Rogerson: BTEC Quality Nominee • Lee Goddard: Pastoral Curriculum • HOF/HODs: Development and implementation of departmental improvement plans

Bringing the classroom to your students' living room: Eight key strategies



Simultaneous and online lessons: Best practice and minimum expectations

Strategy	Explanation / Examples / Ideas / Links Note: This column will develop over time, the ideas are for inspiration and guidance only	HNC Minimum Expectation of Staff Note: These minimum expectations will be the focus for QA activities
Establish and enforce clear expectations for simultaneous and online lessons	• Check that your planned simultaneous and online learning delivery meets the guidelines set by the awarding organisation. • To encourage a prompt start, take an online CEDAR register at the beginning of the lesson, actively encouraging students to unmute and say their name. Any students missing from the start of the lesson who join later should be marked as late. How to take an online register - https://web.microsoftstream.com/video/122954dc-3628-429e-8eb5-361a5bc59860 • Ask students to stay online as they are working, this will encourage them to stay on task. Interject at appropriately timed intervals to ask targeted questions and ensure all students are 'still with you'. • How to hold simultaneous and online lessons using a word document - https://web.microsoftstream.com/video/7b9a387a-6f25-42d0-8651-1cf360399874 • Recording simultaneous and online lessons is recommended as the recordings will enable students to review lessons at their own pace. This will be	• Share with students and actively implement the College's ABC of Online Expectations. • The teacher should start every lesson on time in accordance with their timetable. • Accurate registers (including recording of late students) taken for every lesson. • The teacher should be available to support students for the full duration of every lesson. There is no expectation that staff are available to students outside of the normal College day. • Use the Calendar function in Teams to set-up a recurring meeting to enable students to join lessons quickly and easily, teachers to start the MS Teams meeting at the start of every simultaneous / online lesson. • Student absence, non-submission of work and behaviour issues should all be followed-up in accordance with the College's standard practices.

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	particularly useful during a period when the levels of absence are likely to be much higher creating the requirement for staff to support students to catch-up with missed work. • Maintaining student engagement with and enthusiasm for learning during simultaneous and online lessons is the key challenge and staff need to be aware of this throughout their planning and delivery of these lessons. The strategies outlined in this guide are designed to help in both respects.	
Provide clear explanations of new content	• Make use of technology (for example, an iPad mounted on a tripod) to relay what you are doing in the classroom. • Use visual aids such as a PowerPoint presentation by sharing your screen; AB tutor can be used for this purpose if available: https://web.microsoftstream.com/video/3c5e56d5-a382-451b-96c7-d0eaeb83d2f2 • Model examples on paper during the lesson, take photos of these and upload to the chat feed. • Use the whiteboard feature in MS Teams as you would the whiteboard in the classroom.	• Students should be taught new specification content and / or reflect on what they have already learnt in every lesson. • Teachers should use a range of resources (PowerPoint, workbooks, video clips from YouTube / HNC TV, e-books from the LRC, etc.) to support the delivery of new content. • Evidence shows that lengthy or open-ended projects or research activities are less likely to lead to strong progress or outcomes. Such approaches should be avoided in favour of the interactive, teacher-led approaches to delivering the planned curriculum described in this guide. • Where lengthy projects or activities have been set for the whole group one to one discussions are expected to take place to identify any misconceptions and monitor engagement and progress. These discussions can be held

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	• Demonstrate practical sessions / skills so that students have (as a minimum) seen the practical / skills in action. • Pasting links into the chat section is often a more effective way for students to access online content (for example to watch a video on YouTube). • Share with students the bigger picture for the week's lessons so that they know what to expect.	outside the main meeting on calls and should replicate the teacher monitoring progress in a classroom-based lesson. Reconvene the whole class if common areas of misconception are identified to reteach the identified area to the whole class. • How to hold a one-to-one review on One Drive in teams - https://web.microsoftstream.com/video/9f008a04-7dd1-4f7d-89bb-315f56300637 • How to use the hold button during a lesson - https://bit.ly/38N8up7
Set challenging tasks to promote learning using clear and easy to follow instructions	• Provide students with a clear timeframe for completing tasks and give them regular reminders of how much time they have got left to complete a task (using a visual timer helps to keep students focussed and on-task) along with an indication of how much progress they should have made by that point in the lesson. • Verbally 'check-in' with students as they complete a task. • Where possible, the setting of assignments is best done during face-to-face lessons and deadlines should be made clear. This will help to ensure that assessment methodology is valid, reliable and does not disadvantage any students. • Use face-to-face lessons to show students where on Teams they can find assignments / classwork and	• Students should be set tasks every lesson; teachers need to ensure that students clearly understand every task by providing verbal and written instructions; all set tasks should have a clear timeframe for completion. • Students should be required to share work every lesson, there is no requirement that this work is marked, it purely serves the purpose of keeping students focussed and on task throughout the lesson. For example, a photograph of what the students have been working on which they then submit via the chat feed.

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	provide them with the opportunity to ask questions about their assignments. • Regular monitoring in person and online to check understanding and progress towards meeting the deadline (remember that the deadline may be 5 minutes!).	
Scaffold and model learning to build confidence	• Your usual scaffolding and modelling strategies can be used during simultaneous and online lessons with little or no adaptation. • Structured worksheets / workbooks are particularly well suited to simultaneous and online delivery. • Provide students with model answers to rectify any misconceptions that they might have.	• Students receive scaffolded support and teacher-modelling as they would during a face-to-face lesson.
Incorporate assessment for learning into every lesson (including asking questions)	• Ask timed questions and require all students to add an answer to the chat feed within the set time. • Implement a no-opt out policy; expect students to respond to your questions (verbal or written) and never accept "I don't know" for an answer. • Ask students to provide evidence of work completed during the lesson (multiple options available – email a word document, submission of a photograph of hand	• Teachers should ask directed questions every lesson. • There should be some type of formative assessment every lesson that every student is expected to complete. This assessment might take the form of students participating in a class discussion, verbal Q&A, sharing of work, peer and self-assessment, etc.

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	written work, a voiced-over PowerPoint presentation, etc.). • Direct questions at individuals as you would do in the classroom, encourage a verbal response, or as a minimum, a written response in the chat feed. • Encourage class discussions. For example, ask students to work in the breakout groups on MS Teams to encourage group discussion. Ask for group feedback to be given verbally or in a written format to be added to the central chat.	
Provide regular feedback to enable students to make progress	• Feedback is the key to effective simultaneous and online delivery. A number of different approaches can be used: o Verbal Q&A utilising the strategies that you would use in the classroom. o Allow time at the end of the lesson for students to stay on the call so that you can answer any individual concerns. o Start the lesson with a task, then hold 1-2-1 sessions with individuals to assess and discuss progress, one example of this can be through MS Teams looking at a shared document on OneDrive. o Use a tracking document with the group to check progress and monitor work submission (but bear in mind GDPR restrictions).	• Students should have a direct interaction with their teacher (written or verbal) at least once per week; this can be as simple as welcoming a student to the lesson and asking how they are doing. • Every student should receive individual feedback (written or verbal) at least once per fortnight. This feedback can take any format but it is important that students have a clear understanding of their immediate learning priorities and know what they need to do to make progress. • Feedback to students during simultaneous and online lessons needs to be in accordance with applicable HNC and exam board policies.

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	○ Ensure there is a process in place to manage feedback on assignments in a timely manner. • Student work can be photographed and shared with the teacher on completion; the teacher can then provide written or verbal feedback on work that has been submitted. • Feedback provides an opportunity to build relationships and rapport; developing these elements is particularly important during the social restrictions enforced by the pandemic. • Use the seating plan for the class to record the meaningful interactions that you have had with students (for example asking them questions, providing feedback, etc.) and to ensure that no students are inadvertently overlooked. • If a student is not engaging effectively with learning activities your feedback to them would be to review and complete the activities / lessons that they have missed.	
Regular spaced repetition to ensure long-term	• Use regular quizzes to review prior learning. For example, Microsoft forms is a good tool for quick recall quizzes / exam style questions and all responses can be viewed. If a number of students have misconceptions about a specific topic area these can be quickly	• Reviewing previous learning should be completed in accordance with the Curriculum Map for the course and adapted as appropriate to be effective for simultaneous and online delivery.

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memories are formed	identified and clarified. How to use forms - https://bit.ly/3ns2KFx • There are various platforms available to support students and staff, refer to 'Learning Technology at HNC: Supporting the Learning of Our Students' for further details - https://bit.ly/3f0Vfm0	
Work with SSA's to meet the needs of SEND students	• Ensure class materials are available for SSA's to access, in the same they would for students. • It is likely that more individualised planning may need to happen for some students and the support of adults in the home will be a significant advantage where that is possible. • The key principles of Quality First Teaching align closely with the other principles in this guide. Teachers may need to adapt resources and activities to meet the specific needs of individual students, SSA's are available to support the successful implementation of these adaptations.	• Refer to the 'Covid Support Strategy' document for details of how best to utilise SSA's - https://bit.ly/2KdtxHn