



Live Learning Policy and Guidance

Updated January 2021

The Principles of Live Learning at Chaucer School

As we adapt to teaching and learning remotely, the evidence-based principles of effective lessons remain the same. But the challenge we face is how to adapt our existing approaches to ensure success in online live learning. It is important that we take the time to think explicitly about strategies that previously would have been second nature in the classroom and how we can adapt these effectively in our new way of working. A key message for all online live learning is to **keep it simple** and not overcomplicate things with overly elaborate methods.

Key reminders

- All teachers must create live events and send the links to the students they will be delivering to for that day, by 8.30am.
- Emails must state the subject and time of the delivery.
- Home learning resources are to be saved to Share point for students to access.
- Please avoid setting work that students need to print as many of our families have not got these facilities at home.
- At the start of each Live learning session please share the introductory slide and go through expectations with students.

Welcome to your live learning! Thank you for joining.
Please remember, to get the most from these session, to manage your weapons of mass distraction!

Please have your equipment and resources ready for the start of the session.
Remember :
We will be recording the lesson.

You can communicate with your teacher through the `chat` function.
Please answer questions and ask for support when required.

You will be able to replay the lesson if you`ve missed anything

- Should further support be required, please see “Live events, Microsoft Teams. A guide to Live events and a guide to Effective Live learning

Principles of live learning

1. Knowledge-rich content

- Introduce students to new knowledge, skills and understanding. The remote curriculum should continue to be as rich as possible. Continue to foster a love of your subject with content that engages interest and cultivates curiosity.
- Share clear learning aims, which give the ‘big picture’ about how the lesson fits in the wider context.

2. Sequencing and scaffolding of new material

- Sequence curriculum knowledge in a way that builds on students’ prior knowledge and minimises cognitive overload. Small steps with sufficient scaffolding are crucial given the lack of classroom interaction.
- Ensure that instructions are clear and easily understood by all students.

- Deliver explanations which are clear, planned and precise. Chunk explanations and check for understanding regularly and robustly.
- Support students with Literacy. Support students to understand challenging tier 2 and tier 3 vocabulary by giving definitions, synonyms and a range of examples. Support students with longer texts by providing recorded reading of texts. Support students with longer, extended written tasks by providing success criteria, WAGOLs, key word mats, sentence starts and structure strips.

3. Modelling

- Model complex procedures and skills. Worked examples and exemplar responses (WAGOLs) should be shared with students, particularly prior to significant pieces of work. These can be shown throughout the live learning session and could be emailed to students pre the lesson.
- Clarify and make explicit the specific steps involved and demonstrate these.
- Continue to model and promote the use of precise academic language.

4. Guided and independent practice

- Practice helps students store new knowledge in their long-term memory. Give students plenty of opportunities and time to practise new knowledge, skills and understanding. Provide exemplars and solutions – ideally worked solutions – so that students are able to check their own work.

5. Checking for understanding

- Set tasks that support students to self-assess and check their own understanding, so that they can have confidence in their learning. Share success criteria with students, particularly when setting significant pieces of work. Ensure students know how to access help if they need it.
- Use multiple choice questions or true/false questions to check for understanding. **Microsoft Forms is a useful tool for setting quizzes.**
- Decide how and when to share the answers with students.
- Be selective about tasks which you choose to teacher assess, balancing the needs of students with keeping workload manageable.
- Provide whole-class feedback for significant pieces of work.
- Ensure that all students receive feedback once a week.

6. Retrieval practice

- Identify the key knowledge and skills which students should commit to long-term memory.
- Set regular retrieval activities and reviews, such as low-stakes **quizzes using Microsoft Forms.**

7. Excellent behaviour

- Establish a positive atmosphere by acknowledging students for their efforts to keep learning.
- Try to maintain a sense of community, so that students appreciate they are part of a collective effort to continue learning.
- Reward excellent work. After live learning sessions are over, Live events allows you to download a list of students who have attended your sessions and have participated. Please ensure that rewards are given via the usual channels: BROMCOM, contact to parents, phone calls, text messages, whole school reward initiatives.

A Guide to Delivering Effective Live Learning

2021

Pre-live learning sessions

Set up link via Microsoft live events.

Send link to students via email with subject and time with a list equipment/ resources needed, before 8.30am of the day the live learning will go ahead.

This could be an opportunity to prepare students for the live learning by asking them a question to prompt them to think the live learning topic for that day.

Ensure setting up time before session.

Ensure lessons are well planned and resources, scaffolding and activities are sent to the students beforehand if appropriate.

Setting up the live learning sessions

Explain your expectations for how sessions will be conducted.

Give clear instructions on what equipment and resources are needed.

Remind pupils to remove all distractions.



Make pupils feel valued- praise them!

Activating Learning at the start of live learning sessions with a review

Using a joining task that prompts students to think about their prior knowledge that will help them with the next steps in their learning.

Ideas for implementation!

Knowledge retrieval tasks/low stakes quizzing:

- *Teams quizzes*
- *Microsoft Forms*
- *Seneca*
- *Quizlet*
- *Memrise*
- *Retrieval questions on PPT & chat function*

Explanation and Instruction: Spread and check for understanding

An integral aspect of any learning sequence. Teachers should communicate live learning session goals and success criteria.

Try to spread the amount of new learning over a series of live learning sessions and ensure that there are regular progress checking/focus checking activities interspaced through any explanation/instruction. No longer than 10-15 minutes.



Begin explanations simply and build towards complexity, adding layers to the learning (think onion). Add complexity, one aspect at a time, repeat and review.



Use a combination of mediums to deliver explanation and instruction, modelling in small chunks, to keep students focussed, understanding and engaged.

Ensure PowerPoint slides are not over crowded. Keep it simple – main learning points only.

Independent tasks and Student Self-Assessment

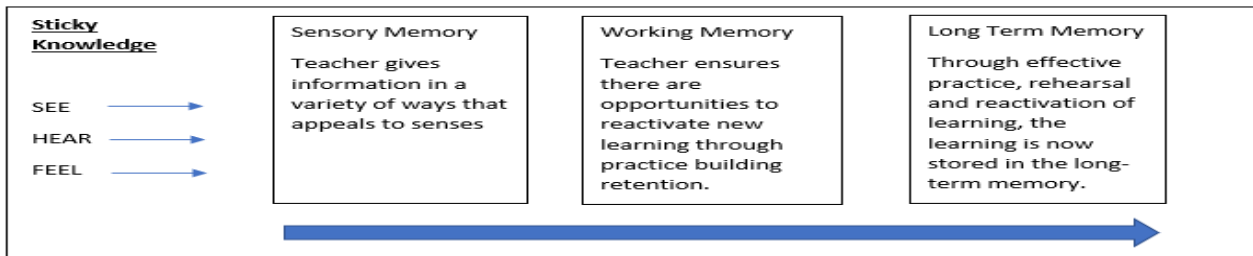
Independent tasks will allow students to practise their newly acquired knowledge. It is essential that students are given scaffolding, modelling, guidance, success criteria to complete independent tasks. Giving examples as a model or a scaffold, check lists, WAGOLLS can help support students in their independent tasks.

<div>1. Write the numbers directly under one another</div> <div>359 487 +</div> <div>2. Add the units up. Place the tens above the <u>tens</u> column</div> <div>359 487 + 6</div> <div>3. Add up the <u>tens</u> column. Place the Hundreds above the <u>hundreds</u> column</div> <div>359 487 + 46</div> <div>4. Add up the hundreds</div> <div>359 487 + 846</div>	<div>Check list</div> <div>Use the following in your paragraph</div> <div><ul style="list-style-type: none">○ Present tense (je _____)○ Connective (et, aussi, puis)○ Opinion (j'aime / je n'aime pas)○ Justify the opinion (parce que c'est super/nul)○ Add a time expression (le weekend)</div>
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Ensure that tasks are building in complexity as to ensure that there is challenge for all.

Independent tasks should last between 10-15 minutes with a mid-way check point.

Students assess their learning against a success criteria, correct answers and direct their next steps of learning. Further tasks to consolidation or challenge, could be given here. Think about the tasks you are giving students to help move the newly learned material from their working memory to their long-term memory.



Instruct students to ask for support via the chat box.

Be clear if and how you want students to submit the work and how

Students should submit the work to give the class teacher information on how to plan the next steps in learning and so can plan for whole class feedback. All students should receive some feedback once a week.

Ideas for implementation!

Scaffolding
Modelling
Step by step guides
Check lists
Success criteria
WAGOLLS

Ideas for submission

Email
Chat box (photo of work)
Folder on share point
In person drop off

Ideas for implementing feedback

Whole class feedback
Written/typed feedback
Audio feedback via voice recording sent to students via email

Final Review

Reviewing work, and retrieving key ideas from memory, aids long-term retention and planning for the next steps in learning. This final part of the lesson should give the teacher and student the opportunity to co-construct the next steps in the learning journey. This can be done via different low stake progress and understanding checking tools.

CHOOSE A QUESTION

1. Write one thing you learned today.
2. What gave you the most difficulty today? Why?
3. Something that really helped me learn today was...
4. My "aha" moment or epiphany today was...
5. Describe how you solved a problem today.
6. Write a question you have about a topic you're curious about.
7. Working with others today made ____ easier or harder. Explain.
8. Describe a connection you see between today's material and your life. (Source: Adapted from Jennifer Green)

BRAIN BLAST

24 Exit Ticket Questions

BLOOM'S TAXONOMY PROMPTS

- **Remember:** Describe _____.
- **Understand:** What would happen if _____?
- **Apply:** How would you alter _____ to _____?
- **Analyze:** Discuss the pros and cons of _____.
- **Evaluate:** List criteria to judge _____.
- **Create:** What would happen if _____?

AFTER EXAM PROMPTS

1. How much time did you spend reading? Re-reading? Reviewing? Using note cards?
2. What study approach worked best for you?
3. How would you categorize mistakes made on the exam?
4. What do you need to do to prepare for the next exam _____?

AAR AFTER ACTION REPORT:

- What worked?
- What didn't?
- Why? What would you do differently next time? (Source: BetterEvaluation)

3 TICKET FOLDERS



After they write their names, what was learned and lingering questions, direct students "to deposit their exit tickets in a folder or bin labeled either 'Got It,' 'More Practice, Please,' or 'I Need Some Help!' (Source: Erika Savage)

THE BIG QUESTION

A year from now, what will be important for you to remember about today's lesson?

TEACHY BRAIN

Retrieval Practice Challenge Grid!


 What's your score?
 

Who was Head of the Cheka in 1917?	Explain the term bourgeoisie.	Who was Anatoly Lunacharsky?	List four different enemies of the Cheka.
Describe Khrushchev's attitude towards religion.	Explain the term 'Proletkult'.	List three aims of the NEP.	What was the October 1917 Decree on Land?
Explain the term 'show trial'.	Who was Patriarch Tikhon?	What were the aims of agitprop?	Describe one strength and one weakness of War Communism.

Last lesson (1)

Last week (2)

Two weeks ago (3)

Further back! (4)

Ideas for implementation!

Self-marking online quizzes (kahoot, Seneca, Microsoft forms, teams quizzes, quizlet, memrise)

Interleaving quizzes that need students to recall learning from prior units of work

Knowledge dump

Exit tickets

Retrieval questions on PPT and answers in the chat box.

Take away Tasks/Prompts

Any reinforcement of the learning that has been delivered in the session needs to be revisited.

Teachers could give students take away tasks or prompts to help with the next live learning session.

Retrieval Placemat

Note down 3 key words from today's live learning session	State 3 key facts from today's live learning session	Explain a key concept or an idea from today's live learning session	Devise 3 questions based on today's live learning session
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Ideas for implementation!

Self-marking online quizzes (kahoot, Seneca, Microsoft forms, teams quizzes, quizlet, memrise)

Summarise today's learning into 5 points

Make a revision mat/retrieval mat

Before next lesson...

... write down 5 things you know about X

... find the definition of these words

.... watch this video/demo/tutorial/instructional video

... listen to this podcast/story

Useful resources

Oak National Academy



BBC Bitesize



Memrise (languages)



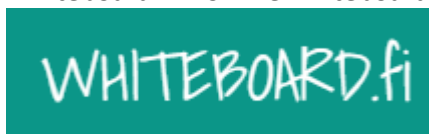
Seneca



Quizlet

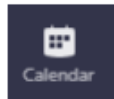


Whiteboard.fi – online whiteboards for whole class assessment online.

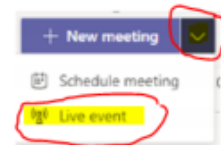


Microsoft Forms

Creating a Teams Live Event



In your Teams Calendar – Click Drop Down to Create a Live Event
Do Not Create Team Meetings for use with Students



New live event

You are setting up a live event

To invite attendees, copy the link once you schedule the live event, and publish it or send it in a calendar invite. [Learn more](#)

Title *
English - 10u/En1 - Monday Period 3

Location
[Dropdown]

Start
11 Jan 2021 10:55

End
11 Jan 2021 11:55

Details
This is your live online lesson

Organiser
S Audus (Chaucer Staff)
Producer

Invite people to your event group
Invite presenters

Title your Event

include Subject, Class code and Teaching Period.

Set Start and End date and time of your event

Add some details so the students know what to expect in lesson

DO NOT INVITE STUDENTS AS PRESENTERS

Press Next

New live event

Live event permissions

People and groups
Only the specified people and groups can watch the live event.

Org-wide
Everyone in your org can watch the live event. (Sign-in required)

Public
The live event will be open to anyone. Use when most of the attendees are outside your org. (No sign-in required)

Give permission to:
11x-Ma

- 1 11X-Ma1
11X/Ma1 Class Group - Maths
- 1 11X-Ma2
11X/Ma2 Class Group - Maths
- 1 11X-Ma3
11X/Ma3 Class Group - Maths
- 1 11X-Ma4
11X/Ma4 Class Group - Maths
- 1 11X-Ma5

Some of these options have not been enabled by your IT admin

Grant permission to your class/es, or users you want to access this event.

Do Not Give Org-Wide Access

Class codes are written with hyphens instead of dash

Example

11X/Ma1 will be written 11X-Ma1

How will you produce your live event?

Teams

You plan to use Teams to share content from presenters' webcams and screens.

- ☒ Recording available to producers and presenters
- ☒ Recording available to attendees ①
- ☐ Captions
- ☒ Attendee engagement report
- ☒ Q&A

Scroll Down

Ensure the recording is available for attendees


Attendee Engagement report is selected

Q&A must be selected for students to ask questions

Press

Schedule

Inviting your students to your Live event



Invite attendees

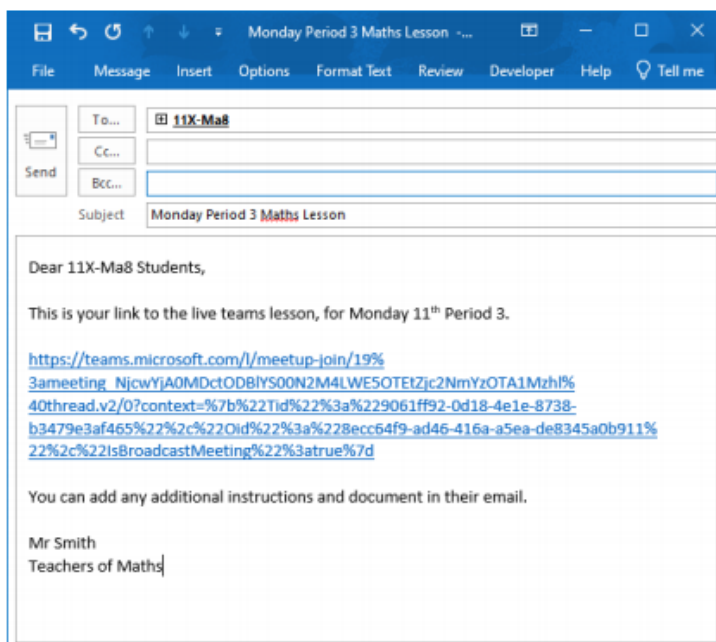
To invite attendees, copy the link and share it or send it in a calendar invite.

[Get attendee link](#) [Learn more](#)

Your live events will appear in your calendar but these events will not appear in student calendars.

You need to send a link to the students that you are expecting to attend.

In your Event click on [Get attendee link](#) this will copy a link, that you can paste into an email to your students.



Monday Period 3 Maths Lesson

File Message Insert Options Format Text Review Developer Help Tell me

To... **11X-Ma8**

Cc...

Bcc...

Send

Subject Monday Period 3 Maths Lesson

Dear 11X-Ma8 Students,

This is your link to the live teams lesson, for Monday 11th Period 3.

https://teams.microsoft.com/j/19%3ameeting_NjcwYjA0MDctODBiYS00N2M4LWE5OTEtZjc2NmYzOTA1MzhI%40thread.v2/0?context=%7b%22Tid%22%3a%229061ff92-0d18-4e1e-8738-b3479e3af465%22%2c%22Old%22%3a%228ecc64f9-ad46-416a-a5ea-de8345a0b911%22%2c%22IsBroadcastMeeting%22%3atrue%7d

You can add any additional instructions and document in their email.

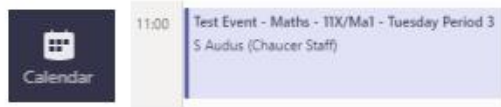
Mr Smith
Teachers of Maths

Create and Send an email to your students.

You must include a link to the event, any other instructions or documents required for the lesson.

Running your lesson as Teams Live Event

Join



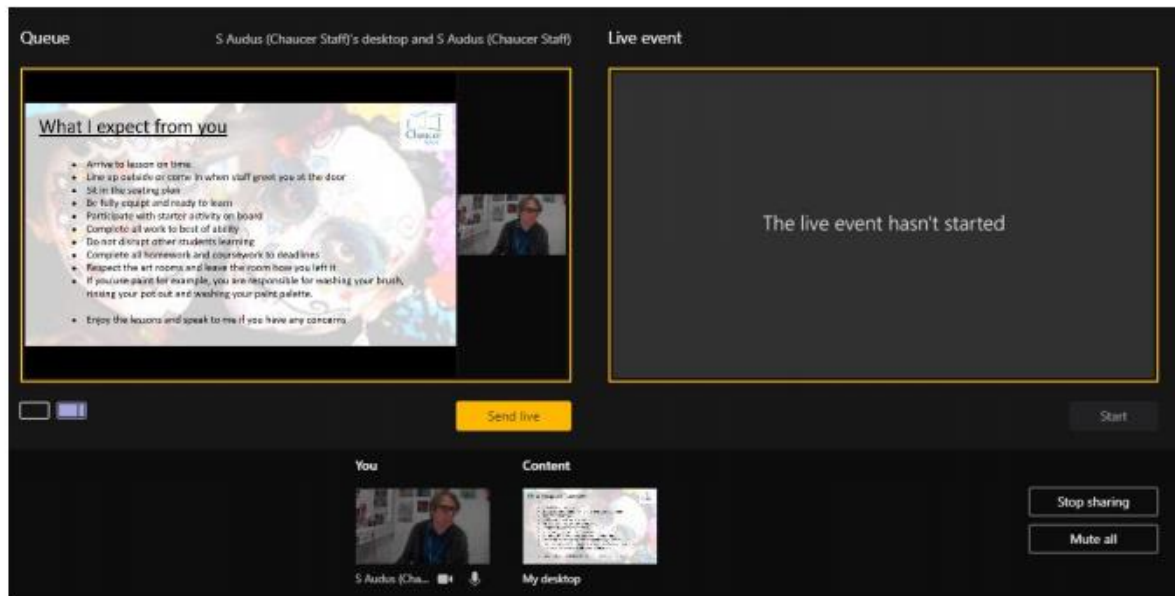
Your events will appear in your Teams calendar. Double Click on the event to open, and press **Join**

The chat function is not available to Students.

Press Join Now – Your Event will not start until you have set it up and you start the event



Press Share and select the content you wish to share during your event. You can select a document and/or include your webcam image in the queue.



Once you are ready press **Send Live** and then press **Start** and click Continue.

Are you sure you want to start the live event now?

Once you've started, you can't stop and restart. The event can last up to 16 hours from start time and attendees will watch at a 10-20 second delay. [Learn more](#)

Cancel

Continue

Your lesson is now live and being recorded, you can mute and unmute your microphone at any time, and change the content you are broadcasting to your students.

You can change your content you are presenting during your event by changing your queue and sending it live again as required.




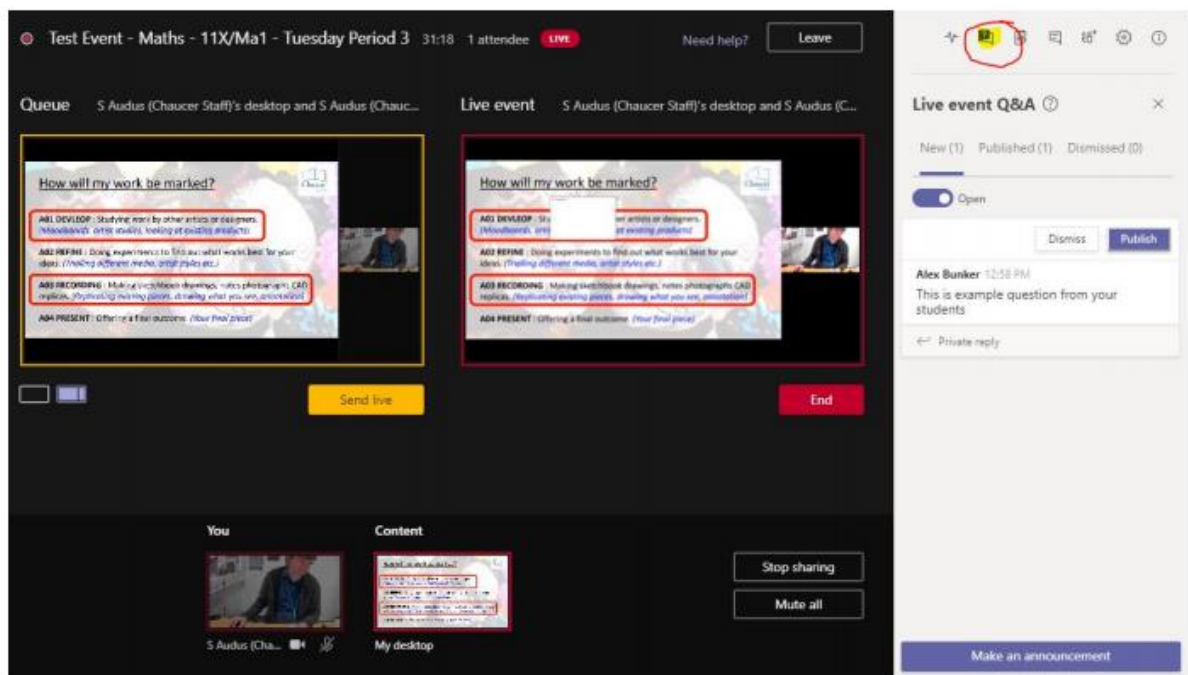
The attendee count will display how many students are viewing your event.

Once you have completed your event press


End

Q&A during your event

You can use Q&A  function to make text announcements to your attendees.



The screenshot displays a live event interface for a 'Test Event - Maths - 11X/Ma1 - Tuesday Period 3'. The main area shows a 'Live event' with a video feed of a presenter and a 'Queue' of questions. A 'Live event Q&A' sidebar on the right allows users to 'Open', 'Dismiss', or 'Publish' questions. The 'Publish' button is highlighted. Below the video feed, there are buttons for 'Send live' and 'End'. The bottom section shows 'You' (the presenter) and 'Content' (the event title) with 'Stop sharing' and 'Mute all' buttons.

Students can use Q&A  function to ask you question. Only presenters will see the questions, which you can choose to reply to privately or publish so everyone can see your question and answer.

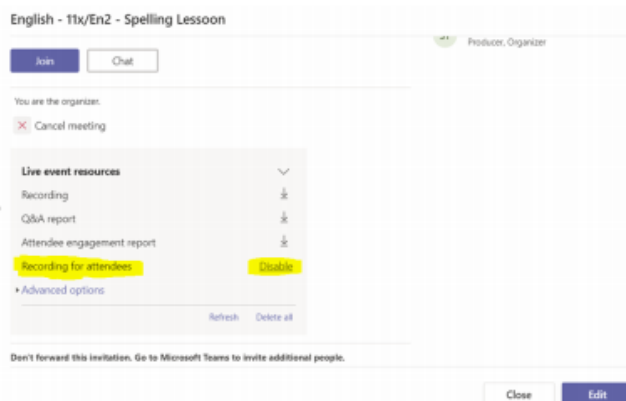
Live Event Recommendations

Start your event with Joining Exercises

- Ask all student to send you a question, so you know who is attending your event.
- Other recommendations to be added. TBA....

Live Event Recordings

Students can access the recording of the lesson by reusing the link that was emailed them. The recording of the event is available until you cancel the event or disable their access.



The screenshot shows the 'Live event resources' menu for an event titled 'English - 11x/En2 - Spelling Lesson'. The menu includes options for 'Recording', 'Q&A report', 'Attendee engagement report', and 'Recording for attendees'. The 'Recording for attendees' option is highlighted in yellow, and a 'Disable' button is visible next to it. The 'Advanced options' section is also visible at the bottom.

Attendee engagement report

The engagement report is only available to organiser of the event. If the event is cancelled the recording and this report are deleted.

