

Online Learning – Best Practice Guidelines for Teachers

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Preferred platforms for video/audio learning

SeeSaw, Microsoft TEAMS, Google Hangouts Meet

Best ages for:

SeeSaw: Primary Age Students

Microsoft Teams: Secondary Age Students

Google Hangouts Meet: Primary and Secondary Age Students

Note: Zoom is not a recommended solution due to continued security issues. Should this online streaming platform be utilised as a substitute to classroom teaching then two members of staff per session should be available; one to monitor and one to observe.

If a setting wishes to use an additional platform then a DPIA (Data Protection Impact Assessment) must be completed.

Social Media should not be used as a platform for learning; this includes, amongst others, Facebook, Instagram, WhatsApp, Twitter.

Uses of video conferencing

There are academic, social and wellbeing benefits for students in using video conferencing software to communicate and collaborate online with their class and teachers when they are learning from home or a remote location.

We are aware that not all students will be able to connect to live or pre-recorded video due to limited internet service or access to relevant technological devices. On such an occasion, it would be recommended to use alternative methods; teachers may agree with the headteacher a system / rota for contacting students and families. Teachers must not use personal phones, personal emails or social media to carry out this contact.

Functions and application

The table below provides best practice for online learning environments where live, pre-recorded and chat features are/can be used.

Table 1:

<u>Application Function</u>	<u>Action</u>	<u>Justification</u>
Customise background	Blur your background	To ensure your surroundings and your students' surroundings are appropriate.
Live recording with students	Never where students can be seen or heard. This refers to the physical recording of a lesson.	This is for your privacy, as well as the privacy of your students and other

<p>(Live recording pertains to the physical recording of a live session)</p>	<p>There should always be a minimum of three persons present per classroom. 1:1 contact between a teacher and a student should be avoided.</p>	<p>household members who are present while the live video lesson is happening.</p> <p>If a video meeting was to be recorded consent from parents and other users due online would be required prior to the recording starting.</p> <p>Online lessons should be timetabled. A senior member of staff should be aware that the online lesson/meeting is taking place and for what purpose.</p>
<p>Pre-recording of lessons</p>	<p>Recommended</p>	<p>It is advised pre-recording of lessons are submitted prior to any live session. This enables you to provide more engaging, and structured feedback whilst moderating the classroom environment.</p>
<p>Chat feature with students</p>	<p>Only recommended where lessons are pre-recorded.</p> <p>In the exception this is used during a live lesson where materials have not been pre-submitted, 'chats' should include of two members of staff.</p> <p>Parents can help their child set up devices but should not join any group/class chats being moderated by the teacher.</p>	<p>Chats should be moderated.</p> <p>When the live online session is finished, you should wait for all students to exit the meeting before leaving. This ensures that students do not continue chatting without you present.</p>
<p>Lobby or Waiting</p>	<p>To be enabled</p>	<p>The feature allows you to invite a student into the lesson. This is an additional security feature designed to help avoid unwanted visitors in the classroom environment.</p>
<p>Live session (Live session refers to an online live lesson where participants engage in two-way contact</p>	<p>The teacher must be the first to join and the last to leave each session</p>	<p>Pre-recorded lessons and live sessions can be helpful, but they are not compulsory. You can communicate with</p>

between the teacher and student)	It is recommended any live session should last between 25-45 minutes depending upon the age of the child and nature of the content delivered.	students in many ways, including sending home hard copies of work. The headteacher should agree on a consistent school-wide approach wherever possible.
Pre-recorded video files	These can be integrated into any site. If a YouTube video has been created. The specific channel or video should be posted/integrated to help protect students from other videos that may not be appropriate.	This allows for content to be created prior to a lesson and be viewed multiple times. This is particularly useful for revision purposes and for audio/visual learners.
Video conference	It is recommended that cameras are not enabled for teachers to see students, but students can view the teacher if you choose. This is to protect privacy of students and those in their surroundings. For asynchronous learning or pastoral instances, video may be used to monitor students. However, students should not be recorded at any time.	The headteacher must decide whether you can use video conferencing software as an online synchronous tool for teaching and learning. These guidelines should be in line with the e-safety policy developed by the school.
Images	Positive images of student's work are encouraged. Images of students should be taken in a way that protects their privacy. If parents share images of their children on a learning platform, they should be moderated appropriately before being displayed publicly.	Celebrating a student's success is important. Protecting a student's identity is important. For this reason, it is recommended that over the shoulder shots are used rather than directly of a student. Images of student should not be excessive. They should be taken with a school owned device and not a personal one.

Setting up the technology and environment

It is important to provide clear instructions for students when they access a platform for learning including any passwords that are required.

Lessons should be scheduled in advance. When using SeeSaw, it is preferable to schedule school work on a daily basis rather than weekly.

It is recommended that student's audio is set to mute to avoid interference and feedback from speakers when they are not actively engaging in conversation. This can be pre-set when you enter the learning environment as a teacher.

It's important to start with your camera turned on. This reinforces to students this is a live session and establishes a more personal connection with students.

Where possible you should be in a quiet space with a simple background behind you. The background where possible should not include thoroughfares or active spaces that might accidentally lead to inappropriate vision or distractions. The back-ground should be set to blur.

Three key settings for Teachers:

- Recording: on - this will enable teachers to record a meeting, but it will also enable them to record a video for students instead of using third-party screen recorders – **Important:** you should not record students at any time without explicit consent of the parent (and child if over 13). Separate consent is required for each recording.
- Stream: off - live streaming is different to having an online meeting. Live streaming is the broadcasting of live video to an audience over the internet through a URL. It is less collaborative and harder to manage who has been given access to the URL.
- Video calling: on - this enable teachers to place video calls

Three key settings for Student

- Recording: off - students can't record a meeting
- Stream: off - students can't start a live a stream
- Video calling: off - students can't place video calls, can only want to join them.

Preparing for a video conference

Set up a lobby/waiting room environment where students can engage with the class group while waiting for all students to enter the room. For example, a quick poll, reading the learning objectives, background music or a countdown could be used.

Provide lesson outline for each class that you can share at the beginning. This gives students a clear idea of how the class will progress, what will be covered, and the activities they'll engage in.

As part of your lesson preparation, it is recommended that students download learning materials to be used in the classroom prior to the commencement of the lesson.

Be careful when using screen sharing – it can be easy to accidentally share confidential information. It is strongly recommended that you shut down any email programs prior to the lesson commencement.

Recording your lesson

Do not record your lessons if students can be seen or heard.

It is impracticable to get the consent of all the people who may be recorded during a lesson at this point of time. Failure to provide consent in a timely fashion will result in a student's education being disrupted. It cannot be ensured that supervising adults are always present.

Where possible pre-record your lessons for students to access at any time. This supports students that are unable to attend the lesson.

If possible, request that students log in with their first name and initial of their surname to keep their identity secure. An authenticated log in is preferred but the student may be identified.

Best practice in lessons

The [CYPES Teaching and Learning Policy 2019](#) identifies that *Head teachers and leaders are responsible for ensuring that their Learning and Teaching policy is updated... The school policy should reflect the CYPES policy and be shared and applied by all colleagues.*

You should manage the online environment in the same way you would manage a face to face classroom environment.

It is not compulsory, but where possible consider optimising the learning environment, organising a teacher and another adult to be present for the lesson. This provides the opportunity for one teacher to focus on delivering the lessons and the secondary adult to communicate via text chat and working collaboratively with the lead teacher to raise key questions.

As a teacher (host) join your class (session) early to ensure a proper connection.

Be the last to leave your session to make sure all students have left the environment.

There should always be a minimum of three persons present in an online classroom environment, i.e. not 1:1 teacher and student.

Provide clear expectations of online behaviour before the class begins.

Availability of features per recommended conferencing system

The following table identifies the capabilities of each available platform, both in terms of what teachers and students can do, and how each support the wellbeing and privacy of students and teachers.

Table 2:

Function	Application – Microsoft Teams	Google Meet	Hangout	SeeSaw
Broadcast video (teacher/student)	Y/Y	Y/Y		If pre-recorded as a separate video file this can be integrated
Record lessons (teacher/student)	Y/N	Y/N		N/A
Blur video background or set to a static image	Y	Y		N/A
Group/class chat	Y	Y		N
Private 1:1 chat	N	N		Y – Teacher records the chats from students

Classroom management: Teacher can moderate	Y	Y	Y
Legal: Can log audit trail – teacher	Y	Y	Y