



Downe Primary School

Remote Learning Policy

- UPDATED December 2021 -

Remote Learning Policy

Contents

- Statement of intent
- Legal framework
- Roles and responsibilities
- Resources
- Online safety
- Safeguarding
- Data protection
- Marking and feedback
- Health and safety
- School day and absence
- Communication
- Monitoring and review

Statement of Intent

At Downe Primary School, we understand the need to continually deliver high quality education including during periods of remote working - whether for an individual pupil or a number of pupils. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to the learning resources and support they need to succeed. Through the implementation of this policy, we aim to address the requirements for remote learning because of the COVID19 pandemic and key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum;
- Ensure provision is in place so all pupils have access to high quality learning resources;
- Protect pupils from the risks associated with using devices connected to the internet;
- Ensure colleague, parent, and pupil data remains secure and is not lost or misused;
- Ensure robust safeguarding measures continue to be in effect during remote education;
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote education.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010;
- Education Act 2004;
- The General Data Protection Regulation (GDPR);
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013;
- Data Protection Act 2018;
- Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) ‘Keeping children safe in education’;
- DfE (2019) ‘School attendance’;
- DfE (2017) ‘Special educational needs and disability code of practice: 0 to 25 years’;
- DfE (2018) ‘Health and safety: responsibilities and duties for schools’;
- DfE (2018) ‘Health and safety for school children’;
- DfE (2016) ‘Children missing education’;
- DfE (2020) ‘Safeguarding and remote education during coronavirus (COVID19)’;
- DfE (2020) ‘Adapting teaching practice for remote education’;
- DfE (2020) ‘Guidance for full opening: schools’;
- DfE (2020) ‘Get help with technology during coronavirus (COVID19)’;
- DfE (2020) ‘Get laptops and tablets for children who cannot attend school due to coronavirus (COVID19)’;
- DfE (2020) ‘Laptops, tablets and 4G wireless routers provided during coronavirus (COVID19)’;
- DfE (2020) Collection of Guidance for Schools during the COVID-19 Pandemic

This policy operates in conjunction with the following school policies:

- Accessibility;
- Anti-bullying;
- Attendance;
- Behaviour Management;
- Child Protection;
- Complaints;
- Curriculum eSafety;
- Health and Safety Procedures;
- ICT Acceptable Use;
- Loan of Equipment;
- Special Educational Needs and Disabilities (SEND);
- Data Protection;
- Staff Code of Conduct;
- Health and Safety
- Literacy;
- Numeracy;
- Teaching and Learning;
- Assessment;
- Safeguarding and Child Protection

Downe Primary School will teach their planned curriculum, making the necessary adjustments for remote learning so that knowledge and skills are built on incrementally.

Content will be delivered through modes that are accessible to all pupils through the provision of high quality teaching and resources.

The programme of teaching will be equivalent to the core teaching time delivered whilst at school, where possible.

Pupils will be provided with clear explanations and scope for answering questions and obtaining clarity of the topic delivered.

Downe Primary School will consider the age, stage of development and special education needs and disability (SEND) when setting expectations for pupils.

Pupils are set meaningful and ambitious work on a variety of subjects each day.

Assessment of pupils' progress will be regularly undertaken using suitable tasks.

Following assessment, teachers will differentiate and adjust pace and difficulty to suit individual needs and make reasonable adjustments for those pupils with identified SEND following collaboration with families.

Teachers will provide clear details of when home learning tasks will be set and marked.

Pupils and parents will be made aware of how progress will be reviewed and ascertained.

Aims of Remote Education

The aim of online remote education is to off-set the impact of partial or full school closures during the pandemic in line with national guidance. Teachers are expected to be available for the duration of each lesson for students of their classes. However, delivery can be through digital or paper-based mediums as is appropriate for students.

In operational terms, this means that in the event of partial or full closure the school timetable operates through remote education and online systems subject to onsite provision being made for those groups as directed by the government.

This policy aims to offer a broad and encompassing system of remote learning that means students who have good ICT access or none can make progress in their learning. This policy has been developed in line with the DFE guidance which states:

In developing these contingency plans, we expect schools to:

Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations;

Give access to high quality remote education resources;

Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure colleagues are trained in their use;

Provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access;

Recognise that younger students and some students with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching students remotely, we expect schools to:

Set assignments so that students have meaningful and ambitious work each day in a number of different subjects;

Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;

Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources or videos;

Gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;

Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding;

Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.

Roles and responsibilities

The Governors are responsible for:

- Ensuring Downe Primary School has robust risk management procedures in place;
- Ensuring Downe Primary School has a business continuity plan in place, where required;
- Evaluating the effectiveness of Downe Primary School's remote education arrangements.

The Headteacher is responsible for:

- Ensuring colleagues, parents and pupils always adhere to the relevant policies;
- Ensuring arrangements are in place for identifying, evaluating, and managing the risks associated with remote education;
- Ensuring arrangements are in place for monitoring incidents associated with remote education;
- Ensuring the school has the resources necessary to action the procedures in this policy;
- Reviewing the effectiveness of this policy on an annual basis (or as national guidance dictates) and communicating any changes to colleagues, parents, and pupils;

- Arranging any additional training colleagues may require to support pupils during the period of remote education;
- When remote education is in place, conducting weekly reviews monitoring the impact of arrangements of the quality of education;
- Attending and arranging, where necessary, any safeguarding meetings that occur during the period of remote education;
- Liaising with the IT Support (Blue Fox, Adam Doel) to ensure all technology used for remote education is suitable for its purpose and will protect pupils online;
- Identifying vulnerable pupils who may be at risk if they are learning remotely and identifying, through liaison with social workers if appropriate, on the most appropriate way of keeping in touch with them;
- Ensuring child protection plans are enforced while the pupil is learning remotely, and liaising with the Deputy Designated Safeguarding Lead and other organisations to make alternate arrangements for pupils who are at a high risk, where required;
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place;
- Ensuring pupils identified as being at risk are provided with necessary information and instruction, as required;
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working including the ability to access the remote provision;
- Ensuring all safeguarding incidents are adequately recorded and reported.

The SENCo is responsible for:

- Ensuring Downe Primary School uses its best endeavours to secure the special educational provision required for pupils with SEND remains in place;
- Liaising with IT Support to ensure any technology used for remote education is accessible to all pupils and reasonable adjustments are made where required in collaboration with families;
- Ensuring pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Head of School, the local authority and other organisations to make any alternate arrangements for pupils with EHC plans;
- Identifying the level of support or intervention required while pupils with SEND learn remotely, adjusting their personal education plans where appropriate;
- Ensuring the provision put in place for pupils with SEND is monitored for effectiveness throughout the period of remote education.

The Head of School and Senior Admin Officer are responsible for:

Arranging the procurement of any equipment or technology required for colleagues to teach remotely and for pupils to learn from home;

Ensuring value for money when arranging the procurement of equipment or technology;

Ensuring that any technology loaned to pupils is pursuant to a suitable loan agreement;

Ensuring the school has adequate insurance to cover all remote working arrangements;

Ensuring the relevant health and safety risk assessments are carried out within the agreed timeframes;

Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote education;

Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The IT Network Manager/Support is responsible for:

- Ensuring all school-owned electronic devices used for remote education have adequate anti-virus software and malware protection;
- Ensuring any IT equipment used for remote education is resilient and can efficiently recover lost data;
- Ensuring any programs or networks used for remote education can effectively support many users at one time, where required, e.g. undertaking 'stress' testing;
- Working with the Inclusion Leader to ensure the equipment and technology used for learning remotely is accessible to all pupils and colleagues;
- Ensuring all computer programs used for remote education are compliant with the GDPR and the Data Protection Act 2018 through liaison with the AFACT (Aspiration for All Cooperative Trust) Data Protection Officer.

The AFACT Data Protection Officer is responsible for:

- Ensuring all colleagues, parents, and pupils are aware of the data protection principles outlined in the GDPR.

Colleagues are responsible for:

- Adhering to this policy always during periods of remote education;
- Reporting any health and safety incidents to the Senior Admin Officer or Headteacher and asking for guidance as appropriate;
- Reporting any safeguarding incidents to the Designated Safeguarding Lead (DSL) via 'My Concern' and making contact with the DSL or DDSL (in the DSL absence) to follow up as per Safeguarding and Child Protection Policy.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software;
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote education, to the Head of School;
- Reporting any defects on school-owned equipment used for remote education to the IT Network Manager/Support;
- Adhering to the Employee Code of Conduct always.

Parents are responsible for:

- Adhering to this policy during periods of remote education;
- Ensuring their child is available to learn remotely during the typical school day (pupils who are unwell are not expected to be present for remote education until they are well enough to do so);

- Ensuring their child has access to remote education material during the typical school day;
- Ensuring their child completes schoolwork on time and to the best of their ability;
- Reporting any technical issues to the school as soon as possible;
- Ensuring their child uses the equipment and technology for remote education as intended.

Pupils are responsible for:

- Adhering to this policy during periods of remote education;
- Ensuring they are available to learn remotely during the typical school day;
- Ensuring their schoolwork is completed on time and to the best of their ability;
- Reporting any technical issues to their teacher as soon as possible;
- Ensuring they have access to remote education material and notifying a responsible adult if they do not have access;
- Ensuring they use any equipment and technology for remote education as intended;
- Adhering to the Behaviour Policy always.

Resources: Remote Education Learning Materials

Downe Primary School utilises a range of different teaching methods during remote education to deliver the school's curriculum and to help explain concepts and address misconceptions easily. The school may make use of a variety of high quality online and offline resources and printed resources including:

- Google Classroom;
- Class Dojo;
- Educational websites;
- Pre-recorded video or audio resources;
- Work booklets;
- Reading tasks.

Teachers will select online tools that will be consistently used across the school to allow interaction, assessment and feedback. They will review the programmes chosen for online learning for the accessibility features available, e.g. voice-to-text conversion, to support pupils with SEND. Reasonable adjustments will be made to ensure all pupils have access to the resources needed for effective remote education.

Lesson plans will be adapted to ensure the curriculum remains fully accessible and inclusive during the period of remote education.

Downe Primary School will review the resources pupils have access to and adapt learning to account for the needs of pupils by using a range of different formats where possible, e.g. providing work on PDFs which can be viewed on a mobile device.

Any work packs made for pupils who do not have access to a printer can be collected from school.

Teachers will liaise with the SENCo and other relevant colleagues to ensure all pupils remain fully supported for the period of remote education. The SENCo will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote education resources will be reported as soon as possible to the relevant colleague e.g. SENCo, Headteacher.

Pupils will be required to use their own or family-owned equipment to access remote education unless the school agrees to provide or loan equipment, e.g. laptops or chromebooks.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the Local Authority. Families are required to maintain any loaned equipment.

Teachers will oversee academic progression for the period of remote education and will mark and provide feedback in line with this policy.

The IT Network Manager/Support is not responsible for providing technical support for equipment not owned by the school.

Remote Support: Food

Where applicable, Downe Primary School may provide the following provision for pupils who receive benefit-related free school meals (FSM):

Keeping the school canteen open during lunchtimes;

Making food parcels available for delivery;

Providing vouchers to families.

The school will signpost families towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Costs and expenses

Downe Primary School will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax;

The school will not reimburse any costs for travel between pupils' homes and the school premises;

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent must agree to adhere to the Loan of Equipment Policy prior to commencing remote education.

Online safety

This section of the policy will be enacted in conjunction with the school's eSafety Policy.

Where possible, all interactions should be 'public'.

In the case of any video communication, all colleagues and pupils must:

- Communicate in groups - one-to-one sessions are not permitted;
- Wear suitable clothing - this includes others in their household;

- Be situated in a suitable 'public' living area within the home with an appropriate background - 'private' living areas within the home, such as bedrooms, are not permitted during video communication;
- Use appropriate language - this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute video material without permission;
- Ensure they have a stable connection to avoid disruption;
- Always remain aware that they are visible.

In the case of any audio communication, all colleagues and pupils must:

- Use appropriate language - this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute audio material without permission;
- Ensure they have a stable connection to avoid disruption;
- Always remain aware that they can be heard.

Downe Primary School will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND, where one-to-one sessions already exist e.g. speech and language intervention. This will be decided and approved by the Headteacher.

Pupils not maintaining the standard of behaviour expected in school will be subject to the Behaviour Policy.

Where possible, the school will consult with parents prior to the period of remote education about what methods of delivery are most suitable - additional support or alternate arrangements will be made where necessary. If this is not possible, parental surveys will take place after the period of remote education.

The school will ensure all school-owned equipment and technology used for remote education has suitable antivirus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own or family-owned equipment and technology, e.g. ensuring their internet connection is secure.

During the period of remote education, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online;
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and colleagues they will interact with;
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites;
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote education. The Designated Safeguarding Lead (DSL) is Mrs Jodene Panteli and the Deputy Designated Safeguarding Lead (DDSL) is Mr Mark Dobson. Mrs Dusie Howell is also a trained Safeguarding Lead at Downe Primary School.

If parents have any safeguarding concern, make urgent contact with any or all of the above via Class Dojo messaging, requesting urgent contact from us regarding a safeguarding concern. One of the above will make contact with the parent as a matter of urgent priority.

The Designated Safeguarding Leaders will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote education.

The Designated Safeguarding Leaders will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote education, where possible.

The Designated Safeguarding Leaders will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

Calls to the families of vulnerable pupils should be made using school telephones, where possible.

All contact with vulnerable pupils will be recorded and suitably stored.

The Designated Safeguarding Leaders will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote education, as required.

All home visits must be made in line with the school's procedures for home visits.

Vulnerable pupils will be provided with a means of contacting the Designated Safeguarding Lead, their deputy, or any other relevant colleague - this arrangement will be set up by the Designated Safeguarding Lead prior to the period of remote education.

The Designated Safeguarding Leaders will communicate with colleagues no less than once per fortnight to discuss new and current safeguarding arrangements for vulnerable pupils.

Colleagues will report any safeguarding concerns to the Designated Safeguarding Leaders immediately in accordance with the procedures details in the Safeguarding and Child Protection Policy.

Pupils and their parents will be encouraged to contact the Designated Safeguarding Leaders if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

Data protection

This section of the policy will be enacted in conjunction with the AFACT (aspiration for All Cooperative Trust) Data Protection Policy. Colleagues will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices.

Sensitive data will only be transferred between devices if it is necessary to do so for remote education.

Any data transferred between devices will be suitably encrypted or have other data protection measures in place so if the data is lost, stolen or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote education. All contact details will be stored in line with the Data Protection Policy.

The school will not permit paper copies of contact details to be taken off-site.

Pupils must not let friends or relatives use school-owned equipment containing personal data.

Any breach of confidentiality will be dealt with in accordance with the Data Protection Policy.

Marking and feedback

All schoolwork completed through remote education must be:

- Finished when returned to the relevant teacher;
- Returned on or before the deadline set by the relevant teacher;
- Completed to the best of the pupil's ability;
- The pupil's own work;
- Marked in line with the marking and feedback policy;
- Returned to the pupil, once marked, by an agreed date.

Pupils are accountable for the completion of their own schoolwork - teachers will contact parents if their child is not engaging with remote education, not completing their schoolwork or their standard of work has noticeably decreased.

Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.

Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCo as soon as possible. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote education where possible.

Health and Safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Procedures. Teachers and IT Network Manager/Support will ensure pupils are shown how to use the necessary technology safely and correctly prior to the period of remote education, where possible.

If using electronic devices during remote education, pupils are encouraged to take a five-minute screen break every two hours. Screen break frequency should be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or 'near-misses' occur in a pupil's home, they or their parents are required to report these to the Designated Safeguarding Lead or other relevant colleague immediately so appropriate action can be taken.

Communication

Downe Primary School will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via Parent Mail and Class Dojo (or a letter in specific cases) about remote education arrangements, as soon as possible.

The Headteacher will communicate with colleagues as soon as possible via email about any remote education arrangements.

Colleagues involved in remote education will ensure they have a working device that is available to receive emails or take phone calls during their working hours.

The school understands pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives - communication is only permitted during typical school hours.

Colleagues will have direct contact with the Headteacher at least once per week.

In the course of the delivery of remote learning and in the setting, completion and submission of schoolwork, pupils will be offered daily contact with their teachers.

In addition, families will have contact with a member of school staff for a pastoral discussion no less than once per fortnight which will include a conversation with the pupil. In most cases, this will be with the child's class teacher.

Parents and pupils will inform the relevant teacher as soon as possible if schoolwork cannot be completed.

Issues with remote education or data protection should be communicated to the teacher as soon as possible so they can investigate and resolve the issue.

The teacher will keep parents and pupils informed of any changes to the remote education arrangements or the schoolwork set.

The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Complaints

If parents and/or pupils have concerns or complaints in relation to the school's remote education provision, they must follow the school's complaint's policy.

Monitoring and review this policy will be on an annual basis by the Headteacher, unless national guidance dictates earlier change.

Any changes to this policy will be communicated to all colleagues and other stakeholders.

Appendix A

Components of remote education at Downe Primary School

Google Classroom, Google Meets and Class Dojo

These are the key technical systems that underpin Remote Education at Downe Primary School. These will be used by all colleagues to set learning as well as being the mechanism by which students submit assignments.

They enable effective sharing of learning materials and enable colleagues to track and monitor submission.

Training will be provided to students and colleagues to ensure all stakeholders can use the systems effectively.

Printed material

UK Government has provided significant support for school and families to get online with devices, routers and data.

Whilst we will make every effort to support all families to access remote education online and minimise the “digital divide”. In some exceptional cases, printed materials may also be provided to support delivery of the curriculum.

Live lessons (synchronous teaching and learning)

Live-streamed for students delivered by colleagues through Google Meet.

Video lessons (asynchronous teaching and learning)

Pre-recorded lessons for students uploaded by colleagues through Class Dojo or Google Classroom, which can be paused and replayed.

Subject specific online systems

Many subjects already make use of subject specific online systems e.g. Reading Eggs. Subject leaders are responsible for supporting access and ensuring teachers are adequately trained.

Reference to national online material

Where relevant, subject leaders and teachers may make use of materials made available on national systems e.g. Oak National Academy.

Appendix B

Live and Recorded Lesson Guidance and Definitions

Live Lessons (synchronous)

Live-streamed for students delivered by colleagues through Google Meet.

They can be an important part of remote education because they allow pupils to engage in real-time with teachers, ask questions as well as completing tasks and receiving feedback.

It is important teachers are confident about the technical aspects of the systems in use before delivering live lessons.

Recorded Lessons (asynchronous)

Pre-recorded lessons for pupils uploaded by colleagues through Google Classroom or Class Dojo, which can be paused and replayed. They do not allow for interaction between students and teachers.

They can be paused and rewatched by students at their discretion.

They can be an important part of remote education because they combine auditory and visual learning by embedding other video clips, presentations, screen shares and teacher demonstrations etc.

Guidelines for online teaching or tutoring using forms of video conferencing

During the pandemic, we continue to expand the use of ‘video conferencing’ systems from different locations including school and home. As well as the many benefits for students the use of such systems does bring some level of risk that can be minimised by following safe working practices.

These guidelines are designed to protect the health, safety and well-being of the young people we support as well as that of our colleagues and other agents working with us.

Approved systems for online teaching at Downe Primary School

Google Meet is the approved system for live lessons

Google Classroom and Class Dojo are the approved systems for uploading recorded lessons and for the setting and submission of school tasks/assignments.

Presenting a professional image

If you are using video conferencing to deliver to children, please ensure that:

- You are dressed in smart casual or full professional dress and wearing your ID badge;
- You adjust the tilt and position of your laptop or device so your full face is showing;
- Your background environment is not overly intrusive, inappropriate or distracting.

If possible:

- Use a headset or headphones to keep conversations audible and controllable;
- they reduce the volume of your voice as well as removing the other person's voice as well as improving sound quality;
- Either select a neutral background (e.g. a wall) or use blur to reduce distracting backgrounds;
- If onsite, a normal classroom setting should be used.

Audio only option

It is recognised that many people are working from home, where options are limited. If a child does not wish to use video conferencing, they may of course opt to join audio only.

Keeping people and information safe Colleagues must:

- Ensure they do not inappropriately disclose confidential information;
- Make sure the camera does not have view of confidential documents;
- Make sure they are not overheard or visible from another room or outside;
- If you are interrupted, pause the meeting until the interruption is over. Only use work equipment (laptop, work device). DO NOT use personal phones.

Video lesson guidance

During school closure or partial school closure, normal face-to-face classroom contact will be restricted. Video lessons (synchronous or asynchronous) offer a way to minimise physical contact while still having rich and meaningful interactions with children.

Colleagues must:

- Make sure students know when and how they will be contacted (i.e. use a calendar invite);
- Introduce themselves and make the purpose of the lesson clear at the start;
- Make it clear that lessons will be recorded to safeguard everyone;
- Use the screen share function to show the 'Information for Students' document;
- Be aware video contact can be more of a strain than face-to-face for everyone so lessons should be no more than 30 minutes;
- Allow students to join the lesson by audio only if the individual prefers;
- Chunk information into small portions rather than cover too much in one explanation;
- Build in regular pauses to allow for questions;
- Make sure any whiteboard being used is clearly visible to the camera;
- Make sure any PowerPoint being used is presented slowly and thoughtfully;
- Be aware there may be a lag to big groups due to broadband speeds;
- Use Google Tools to collate any outcome or feedback, e.g. Forms.
- Finally, remember to enjoy the lesson!

Protect yourself

Make sure backgrounds do not reveal personal information such as family photos or location
- use of background blur can help.

Minimise the risk of interruptions from family or pets if at home or by colleagues if at school.

Make sure you understand how to mute participants and remove participants from a meeting.

Appendix C

Live Learning - Code of Conduct for Pupils

Definitions

Live Lessons - Live-streamed for students delivered by teachers through Google Meet.

They can be an important part of remote education because they allow students to engage in real-time with teachers, ask questions as well as completing tasks and receiving feedback.

1. The purpose of live learning streams for lessons, tutorials and assemblies is to support students' learning, personal development and well-being;
2. Although we are not in the same building, normal school rules apply regarding conduct in lessons. Expectations must be followed at all times;
3. Live learning streams may be recorded by the teacher to share the learning with other students and to safeguard everyone involved;
4. Students are not permitted to record live learning streams;
5. Students should wear sensible clothing. Full uniform is not required but due consideration should be given to appropriate clothing;
6. Students should join the live stream in a shared space in the home and not in a bedroom if at all possible;
7. Students should join the live learning stream 5 minutes before the published start time to check all of their settings are working correctly;
8. Students must not join live stream lessons in public places outside of the family home;
9. Teachers will admit students to the live learning stream one-by-one to check identification and welcome them personally;
10. After joining the live learning stream, students' microphones and videos should be muted. Students should unmute their video feed briefly for identification purposes;
11. If students wish to, they can join the stream by video fully by "enabling" their own video using the settings in Google Meet
12. If students do use a video live stream, the following must apply:
 - a. The student's full face must be visible;
 - b. Head coverings (e.g. caps / hats) must not be worn (unless for religious purposes);
 - c. Students must clearly focus on the learning and not on other distractions;
13. Students may wish to join live learning streams by audio only and leave their video feed muted once identified by colleagues;
14. The teacher delivering the lesson may be supported by another colleague;
15. If present, the supporting colleague will act as a co-host to monitor online behaviour, provide students with chat feedback and assist with technical support;
16. There must be no inappropriate language used in the chat function;
17. Chat function should only be used when requested as part of the learning;

18. There must be no inappropriate gestures or images used or posted on the screen;
19. If students do not understand the lesson or have technical queries, they should type their question into the chat function and the teacher or co-host will unmute the microphone to facilitate questions being asked;
20. Students should complete the tasks required following direction from the teacher;
21. If students' online behaviour is inappropriate, they will be removed from the meeting and parents informed to discuss a possible sanction in response to the behaviour.

Appendix D

Live Learning - Checklist for Teachers

- Ideally watch a live learning stream before running your own so you know what to expect and the possible pitfalls to avoid.
- Check your clothing is professional or smart casual.
- Check your own environment before streaming to avoid interruptions and background distractions.
- Blur or change your background if you wish to do so.
- Start the live learning stream in good time so you don't rush.
- Check your microphone and audio settings are working.
- Begin recording the live learning stream as soon as you start.
- Admit students one-by-one.
- Ask each student to show their face when they join to identify each one individually.
- Take a register for the live lesson.
- Complete regular audio / visual checks with students.
- Check all students can use the chat function.
- Remind students they can turn off their own video should they wish to once they have been identified.
- Begin the live learning stream.
- During the stream, allow extra time for students to process information.
- If necessary, use "mute all" or "remove participant" buttons.
- After the live stream, take some time to reflect on your delivery; what went well and what could be improved or adjusted.
- Share your experience by talking to a colleague.