Woodlands School

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Remote Learning Policy

Amended: June 2020

Approved by Governors: June 2020

Review date: June 2021

Reviewing Panel: Standards, Staffing and Curriculum

Policy Statement

The school is committed to providing the highest quality of teaching and learning for all its pupils and will ensure at all times that teaching and learning is delivered by appropriately trained and competent staff. This includes in the event of school closure, whether long or short-term.

This policy, in conjunction with other related school policies, is to be adopted in the event of the school's closure, in the case of snow days, maintenance issues at the school or any other such issues which result in the school having to close for pupils. This policy was developed in response to, but is not limited to, the national school closures enacted by the government to tackle the spread of COVID-19.

Section A – Internet-based remote learning

Teacher Expectations

1. **Setting remote learning**
   1.1 Teachers are expected to provide remote learning to all pupils for the classes they would normally be timetabled to teach on the day of a school closure.
   1.2 Teachers should set all remote learning via the Show My Homework website. Teachers have been provided training on how to upload remote learning to this platform.
   1.3 Teachers should set the remote learning lesson on the day that class would be due to have a lesson. The remote learning lesson should be available by 9.00am that day and should be due in on the exact same day, to ensure pupils know to complete the work punctually.
   1.4 When using Microsoft PowerPoint, Word or Excel in remote learning lessons, teachers should provide these on Show My Homework in the form of web links to Office 365 documents in the, 'Woodlands School – Shared Resources,' folder on OneDrive to ensure pupils without Microsoft Office can access them. Teachers should ensure the web links provided to pupils allow them to view these documents only, not edit them. Teachers have been provided training on how to do this.
   1.5 As far as possible, teachers should strive to continue to deliver their normal curriculum e.g. content related to the current scheme of learning being studied.
   1.6 Teachers should advise pupils how long to spend on each task. Teachers should plan for the remote learning set to last the same length of time as a normal lesson: one hour.
   1.7 If able to from home, teachers should aim to provide one lesson a week for each class via PowerPoint, with either video or audio clips accompanying, to provide pupils with the closest possible experience to normal school-based lessons. If providing video clips, they should follow the guidance provided in section C – use of video technology to support learners.
   1.8 As far as possible, teachers should strive to include elements of best teaching practice within their remote learning lessons, such as differentiation, scaffolding and assessment for learning (even if this takes the form of self-assessment).
   1.9 When creating remote learning lessons, teachers should aim to ensure tasks can be *completed* on paper wherever possible (however, it is unavoidable that teachers will have to produce resources that have to be *viewed* online).
   1.10 In the event of an extended school closure, teachers should set a combination of content-based learning, revision and quizzing. The combination of different tasks set should adhere to the following guidelines:

   KS4

Subject	Content	Quizzing	Exam Practice
English/Maths	2 hrs	1 hr	1 hr
Science	2 hrs	2 hrs	1 hr
MFL/Hums	2 hrs	1 hr*	
Options	1 hr	1 hr**	

   KS3

Subject	Content	Quizzing
English/Maths/Science	2 hrs	1 hr
Geog/Hist/MFL	1 hr	1 hr
ICT	1 hr	
PSHRE	1 hr	
Music	1 hr	
Art	1hr	
Food	1 hr	
Product Design	1 hr	
Drama	1 hr	
PE	1 hr	

1.11 **If a teacher is unable to set remote learning due to illness or any other legitimate reason**, they should contact the school and the Head of Department/Faculty as they normally would in line with the Staff Cover/PPA Policy.

1.12 If a teacher does not have the required access at home to set remote learning online, they should let their Head of Department/Faculty know at the earliest convenience, regardless of whether the school is closed or open as usual. This will avoid any future issues.

2. Monitoring and assessing remote learning

2.1 Teachers are **not** expected to provide extensive feedback on pupils' work completed during a school closure, however they are of course welcome to.

2.2 In the event of an extended school closure, teachers should set one form of, 'mini-assessment,' for each class every fortnight: this need only be a short task that teachers can monitor the completion of, such as a quiz on Show My Homework or another online educational website or a short written task which pupils can e-mail to their teacher.

2.3 If a pupil in a teacher's class is not accessing the remote learning (as identified by a pupil failing to complete the mini-assessment), the teacher should complete the fortnightly, 'Home Learning Monitoring,' spreadsheet accordingly. This will be sent out by the Assistant Head Teacher with responsibility for Teaching and Learning every two weeks.

2.4 If a teacher wants to provide feedback to pupils, they are welcome to do so. They can do this through the Show My Homework website or via the class e-mail list (which will be set up for each teaching class in instances of a prolonged closure). They can also do so via various education websites, which will assess pupils' performance in online tasks automatically and send a report to the teacher.

2.5 Once pupils return to school after a school closure, teachers should provide some form of assessment to assess pupils' learning while off school and to address any gaps in pupils' learning. These assessments may vary according to the length of time of the school closure. These assessments may take many forms, such as multiple-choices quizzes, short written assessments or exam-style questions.

2.6 Once pupils return to school after a school closure, teachers should ensure they have prepared a series of lessons to address any potential gaps in pupils' learning, the content of which depends on the length of time of the school closure.

2.7 Once pupils return to school, teachers should ask pupils to provide evidence of the remote learning they have completed, including any work completed on paper, in a remote learning exercise book or work stored digitally.

3. Safeguarding

3.1 Teachers should not conduct live remote learning lessons, either via video or audio, for pupils.

3.2 Teachers are welcome to produce pre-recorded video or audio clips for pupils, but should take note of the following guidelines.

    3.2.1 Teachers should be dressed in professional attire, as **outlined in the staff dress policy.**

    3.2.2 Ensure lessons are filmed on a plain background, which does not contain personal items, or identify the details or location of a teacher's property.

    3.2.3 All content within videos should adhere to the Teachers' Standards, with particular consideration of Part Two: Personal and Professional Conduct**.**

3.3 Teachers should only communicate with pupils through Show My Homework or school e-mail accounts. Teachers should not open any other lines of communication with pupils.

3.4 If, through communication via Show My Homework or the school e-mail, teachers have any safeguarding concerns for a pupil, they should notify a designated safeguarding leading via MyConcern, as outlined in the school's Safeguarding Policy.

Heads of Department/Faculty Expectations

4. **Monitoring remote learning set**

4.1 Every morning, Heads of Department/Faculty should check the remote learning set by the teachers within their department/faculty, ensuring all remote learning set:

4.1.1 is appropriately accessible, challenging and engaging for all pupils;

4.1.2 can be completed by hand if required;

4.1.3 is an appropriate combination of content, quizzing and revision (see 1.9);

4.1.4 contains web links to all resources, not just PowerPoint/Word attachments (which pupils without Microsoft Office will not be able to access);

4.1.5 should take pupils approximately an hour to complete.

4.2 If a teacher has not provided appropriate remote learning, the Head of Department/Faculty should contact the relevant teacher and advise them on the remote learning policy. If the issue persists, they should contact the Deputy Head Teacher responsible for Curriculum, or the Assistant Head Teacher responsible for Teaching and Learning, to garner more advice and support.

4.3 **If a teacher is unable to set remote learning due to illness or any other legitimate reason**, they should contact the Head of Department/Faculty, who will set the remote learning for them.

5. **Line Management**

5.1 During an extended school closure, all Heads of Department/Faculty are still entitled to remote line management with their line manager. During these meetings, Heads of Department/Faculty should inform their line manager regarding the progress of the remote learning being set for pupils, the plan for the curriculum when pupils return to school and any issues or concerns that the Head of Department/Faculty has.

5.2 During an extended school closure, all Heads of Department/Faculty should either be in direct contact with every member of their department/faculty, or should have arranged for every member of the department/faculty to be contacted by someone within the department/faculty who holds a certain post or responsibility. This remote line management should be conducted every two weeks. During the line management, staff should discuss pupils' progress with remote learning, along with curriculum planning or any other queries/concerns the member of staff may have. The line manager should also check in on the wellbeing of the member of staff, and offer any support where required.

6. **Parent/carer engagement**

6.1 If a pupil is repeatedly failing to complete remote learning that has been set, but has not been contacted by a member of the leadership team for persistent disengagement with remote learning across various subjects, the Head of Department/Faculty should contact the pupils' parent/carer to offer additional support.

6.2 The Head of Department/Faculty should oversee the social media presence of their department/faculty on the school's Twitter, providing regular contact with parents/carers, including links to extra resources, showcasing of pupil work and advice to parents/carers on how to support their children with their learning.

6.3 If the school is closed for an extended period of time, Heads of Department/Faculty should arrange for weekly SuperStar lessons to be created within their department/faculty. These

should be video or audio-based lessons on a topic of the teacher's choice, which serve to engage pupils and parents/carers and encourage parents/carers to discuss learning with their children. These SuperStar lessons will be provided as web links on social media, as well as be provided within the AROE community newsletter.

6.4 The Head of Department/Faculty should liaise with all teachers within the faculty/department to decide, for each week of school closure, which pupils receive the Head of Department rewards for excellent remote learning completed.

7. Planning for pupils' return to school

7.1 It is the responsibility of the Head of Department/Faculty to re-evaluate and re-design the curriculum in response to the school closure. If the school closure is for a short amount of time, this re-design should be fairly minimal. However, in the event of an extended school closure, an interim Scheme of Learning should be put in place for each year group, to identify and address gaps in pupils' learning.

7.2 As part of these interim Schemes of Learning, Heads of Department/Faculty should consider what key knowledge pupils may have missed out on learning during the school closure. They should then design an interim assessment, which pupils can complete on their return to school, in order to identify what key knowledge has been missed. Heads of Department/Faculty should have pre-emptively designed resources to address these gaps in knowledge, which they can then deliver to pupils once the assessment is complete.

7.3 The Head of Department/Faculty may delegate the design of some interim Schemes of Learning to the teachers in the team, but they should have overall responsibility for the quality of these interim Schemes of Learning.

7.4 In the event of an extended school closure, the Senior Leadership Team will decide an appropriate length of time to allow for interim Schemes of Learning to be delivered to pupils. Typically, this will be one half-term.

8. Form Tutor Expectations

8.1 On a daily basis, form tutors should provide a short one-question quiz on pupil wellbeing. Form tutors should assign this quiz via Show My Homework by 9.00am at the latest each day.

8.2 Form tutors should monitor the results of this quiz daily. If a pupil responds to the quiz informing the form tutor that they are not feeling good, or a form tutor is concerned that a pupil is frequently not responding to the quiz, the form tutor should inform a Designated Safeguarding Lead in line with the school's safeguarding policy.

8.3 In the event of an extended school closure, form tutors should call each of their tutees' parent/carer once a week for a brief catch-up and to see how their tutees are coping with the school closure and remote learning.

9. Senior Leadership Team Expectations

9.1 SLT will support teaching staff in the setting of online learning providing necessary CPD as required.

9.2 SLT should ensure that communication channels remain effective through all avenues of the school. Not only should they make regular contact with both the teaching and associate staff whom they line manage, but they should also arrange a communication tree to ensure those who they line manage are doing the same with their teams.

9.3 In the event of prolonged closure, SLT will create a process for monitoring remote learning through the use of fortnightly 'mini-assessments' and a 'Home Learning Monitoring' spreadsheet. SLT will support teaching staff with the completion of this and any follow up as necessary.

9.4 During extended periods of closure, SLT will endeavour to maintain communication channels through the weekly publication of the AROE community newsletter which will share vital information including Safeguarding advice and Teaching and Learning tips to support with remote learning.

9.5 SLT will share weekly assembles via Twitter, Youtube and Show My Homework to continue to provide pastoral support.

9.6 A member of SLT will be responsible for rewarding pupils' efforts with Remote Learning. Exemplary work will be shared via Twitter and weekly certificates/rewards will be distributed based on teacher nomination.

9.7 SLT will review the remote learning provision regularly ensuring it is fit for purpose.

10. Governor Expectations

10.1 Governors should endeavour to keep up to date with remote learning provision by reading all correspondence as issued by the Headteacher and circulated on remote platforms.

10.2 Governors should support the Headteacher and Senior Leadership Team in ensuring that the provision is appropriate and fit for purpose.

11. Pupil Expectations

11.1 Pupils are expected to log on to their Show My Homework account on a daily basis to check for the remote learning set for that day. The work will be set according to the timetabled lessons for that particular day.

11.2 Pupils are expected to engage in the tasks set which may involve a range of activities including PowerPoint lessons, Seneca, Tassomai, GCSE Pod, Active Learn and Doodle to name but a few.

11.3 It is expected that remote learning tasks will be completed on the day on which they are set.

11.4 Pupils are expected to submit work according to teachers' instructions.

11.5 In the event of an extended closure, pupils will complete remote mini-assessments on a fortnightly basis to enable teaches to gauge understanding and use the data diagnostically to forward plan 'closing gaps' in knowledge and understanding as appropriate.

11.6 In the event of extended closure, pupils are expected to engage in 'SuperStar Lessons' which will be shared via Twitter, YouTube and Show My Homework.

11.7 During an extended closure, pupils should read the AROE newsletter which will be released by the school on a weekly basis. This will share learning tips and resources which will support pupils in their remote learning.

11.8 Pupils should ensure that they regularly check their school email account to keep up to date with messages from teachers.

11.9 Pupils should report any problems/issues with remote learning to homelearningsupport@woodlandsschool.essex.sch.uk.

11.10 Pupils must remember that if they have any Safeguarding concerns, despite the school being closed, they should report them to the Designated Safeguarding Lead at htu@woodlandsschool.essex.sch.uk .

12. Parent/Carer Expectations

12.1 Parents/carers should support their child in the completion of remote learning by offering an appropriate learning space (where possible).

12.2 Parents/carers are encouraged to monitor completion of remote learning by regularly checking Show My Homework using their parental account.

12.3 In instances of longer term closure, Parents/Carers should encourage pupils to engage in 'SuperStar Lessons' which will be broadcast on Twitter, Youtube and Show My Homework. It

is recommended, where possible, that parents/carers also participate in 'SuperStar Lessons' to further support pupils in remote learning.

12.4   Parents/carers should keep up to date with information shared by the school, particularly in instances of long-term closure, by reading all letters and emails sent and engaging with the AROE newsletter.

12.5   Parents/carers should maintain communication with the school and report any remote learning issues to homelearningsupport@woodlandsschool.essex.sch.uk. Parents should contact the school directly if they have any Safeguarding issues or contact the Designated Safeguarding Lead at htu@woodlandsschool.essex.sch.uk **.**

Section B – Paper-based remote learning

In the event of an extended school closure, lasting more than three days, it will be necessary for the school to consider how to provide remote learning to those pupils who have no internet access at home. The logistics and resources required to provide paper-based remote learning for pupils during a school closure can be demanding, and as such the school will only be obliged to provide paper-based remote learning to the pupils with the greatest need i.e. pupils with no internet access whatsoever at home.

13. Head of Year Expectations

13.1   Pre-emptive of any proposed school closure, Heads of Year should record a list detailing pupils' access to internet at home. The list should contain every pupil in the year group and consist of three different statuses: access to their own phone/tablet/computer with internet access; partial access to their own phone/tablet/computer with internet access (e.g. a family laptop) and no internet access.

13.2   Heads of Year should formulate these lists by having pupils in their year group fill out a short survey during tutor time, at the beginning of the year.

13.3   Heads of Year should keep a digital copy of these lists and send to the Senior Leadership Team.

13.4   If during the event of a school closure, a pupil or parent/carer contacts the Head of Year to inform them of issues regarding internet access at home, the Head of Year should contact a member of the Senior Leadership team.

13.5   In all contact with parents/carers on the provision of paper-based remote learning packs, Heads of Year should make it clear that these packs are only available for those pupils with the greatest need i.e. no internet access whatsoever. These packs cannot be provided to pupils or parents/carers who prefer them, on a request basis.

14. Form Tutor Expectations

14.1   At the beginning of the school year, form tutors should administer the questionnaire on home internet access to their tutees and provide these questionnaires to their Head of Year.

14.2   If, in the event of an announcement of an extended school closure, prior to the school closing, a form tutor has concerns that a tutee of theirs does not have internet access at home, and this hasn't been identified previously, the form tutor should inform the Head of Year as soon as possible.

15. Head of Department/Faculty Expectations

15.1 Heads of Department/Faculty should oversee the design of paper-based remote learning packs for pupils without internet access. Ideally, these packs should cover the same content being covered in internet-based remote learning being set by teachers, but do not necessarily have to be the exact same tasks – as long as the content being covered is consistent. Where possible, these packs should contain mini-assessments for pupils to complete once every two weeks.

15.2 Heads of Department/Faculty should provide a paper and digital master copy of each year group's paper-based remote learning pack to the Senior Leadership Team, who will arrange for these packs to be printed.

15.3 Heads of Department/Faculty can delegate the design of these paper-based remote learning packs to teachers within their department/faculty, as they see appropriate. However, they will continue to have overall responsibility for these packs.

15.4 In the event that the Head of Department/Faculty cannot provide paper-based remote learning packs covering a similar content to the internet-based remote learning being set (due to, for example, very short notice of a school closure being given), Heads of Department/Faculty should provide the most appropriate content readily available. For example, for Key Stage Three this may be a generic home learning packs the department already have; for Key Stage Four, this may be a course textbook with a guide on which pages and activities to cover.

15.5 Upon the pupils returning to school, the Head of Department/Faculty should oversee the checking of these paper-based remote learning packs and how well they have been completed by pupils. The Head of Department/Faculty should identify which pupils deserve to be recognised under the Senior Leadership Team's reward programme.

16. Teacher Expectations

16.1 Teachers are expected to support Heads of Department/Faculty in the design of the paper-based remote learning packs.

16.2 Upon pupils returning to school, teachers are expected to support the Head of Department/Faculty in overseeing the checking of these paper-based remote learning packs and identifying which pupils deserve to be recognised under the Senior Leadership Team's reward programme.

17. Senior Leadership Team Expectations

17.1 A designated member of SLT will be responsible for liaising with Heads of Year/Safeguarding team to ensure the school holds an accurate list of pupils who cannot access online learning.

17.2 SLT will liaise with HOF to ensure that paper based work is available for each year group and the work offered is appropriate and relevant.

17.3 A designated member of SLT will organise for paper based learning packs to be made and distributed to pupils in the most appropriate way (this will depend on the reason for school closure).

17.4 SLT will ensure communication is made with parents to confirm the distribution of paper based learning packs.

17.5 SLT will ensure that exercise books are available for pupils who have limited access to stationary at home. The expectation is that work is completed in the exercise book (if not on given worksheets).

17.6 SLT will arrange for submission of paper based learning when the school reopens and will ensure there are opportunities to offer feedback, where appropriate, on work completed.

17.7 SLT will ensure there is a programme for rewarding pupils following the submission of paper based learning.

17.8 In addition to vulnerable and SEND pupils, SLT will ensure Form Tutors make contact with pupils completing paper based home learning during the period of closure to address any issues and ensure any other messages from the school have been received.

18. Governor Expectations

18.1 Governors should endeavour to keep up to date with remote learning provision by reading all correspondence as issued by the Headteacher and circulated on remote platforms.

18.2 Governors should support the Headteacher and Senior Leadership Team in ensuring that the provision is appropriate and fit for purpose.

19. Pupil Expectations

19.1 Pupils should notify their Head of Year if they have NO internet access at home and thus require paper based learning.

19.2 Pupils are expected to complete work for their timetabled lessons on any particular day.

19.3 Pupils should read the information and complete relevant tasks.

19.4 All work should be completed on worksheets or in a Home Learning exercise book (available from school on request).

19.5 Work should be kept safe until school reopens when it is expected work will be submitted.

20. Parent/Carer Expectations

20.1 Parents must ensure they have notified the school if their child/ward has NO access to internet at home and thus require a paper based home learning pack.

20.2 Parents should provide their child/ward with a suitable learning environment in which home learning can be completed.

20.3 Parents should support their child/ward in completion of home learning to the best of their ability.

20.4 Parents/carers should maintain communication with the school and report any home learning issues to homelearningsupport@woodlandsschool.essex.sch.uk or via 01268282146 if parents do not have Internet access. Parents should contact the school directly by phone if they have any Safeguarding issues or contact the Designated Safeguarding Lead at htu@woodlandsschool.essex.sch.uk .

20.5 Parents/carers should keep up to date with information shared by the school, particularly in instances of long-term closure, by reading all letters and emails sent and engaging with the AROE newsletter if they have internet access.

Section C – use of video technology to support learners

As the school closure in response to the COVID-19 pandemic continued, school leaders began to research the possible methods available to utilise video technology to support learners. The school's policy regarding the use of video technology follows the guidance provided in the Department for Education's Safeguarding and remote education during coronavirus (COVID-19) as well as advice from the NSPCC's Undertaking Remote Teaching Safely (2020) and the UK Safer Internet Guide.

21. How video technology can be used

21.1 At the request of parents and carers, the school has agreed to begin limited use of video technology for the following purposes:

   a) Video parent/carer-teacher conferencing
   b) Specialised learning e.g. speech and language therapy
   c) Video-based lessons and assemblies (pre-recorded)
   d) School events e.g. the year 6 taster days programme

e) Video-based lessons (live)

21.2 Video parent/carer-teacher conferencing will be provided: once a week by subject-specialist teacher (to discuss subject-specific issues), daily by two members of the Senior Leadership Team (to discuss multiple subjects or more general issues) and once a week by the Head Teacher (to discuss concerns parents/carers may have).

21.3 Specialised learning will be provided on the basis of pupils' specific needs, after consultation with the Assistant Head Teacher with responsibility for Learning Development.

21.4 Pre-recorded video lessons and assemblies can be provided to pupils as teachers see fit, providing the follow the guidance as above in section 3.2:

21.4.1 Teachers should be dressed in professional attire, as **outlined in the staff dress policy.**

21.4.2 Ensure lessons are filmed on a plain background, which does not contain personal items, or identify the details or location of a teacher's property.

21.4.3 All content within videos should adhere to the Teachers' Standards, with particular consideration of Part Two: Personal and Professional Conduct**.**

21.5 Online school events, such as the year 6 taster days programme, will be provided at the discretion of the Head Teacher.

21.6 Live video-based lessons may be delivered by teachers, on an occasional basis, with permission from the senior leadership line manager of the teacher's faculty and on the condition that the guidelines below are followed.

22. Video parent/carer-teacher conferencing

22.1 Should parents/carers wish to, they may book a video conference with a teacher or senior leader using the online booking system.

22.2 Once a conference is booked, the senior leader or teacher responsible with meeting with the parent/carer will video call the parent via the pupil's school e-mail address on Microsoft Teams at the booked time.

22.3 Pupils are welcome to also attend the video parent/carer-teacher conference, but they must be accompanied by their parent/carer at all times.

22.4 At the beginning of the conference, the teacher should ask the parent/carer permission to record the conference. At the end of the conference, the recording will be saved to the teacher's account on Microsoft Stream.

22.5 During the conference, another member of staff should be present, either physically in the same room as the teacher, or as part of the video conference on Microsoft Teams.

22.6 At the end of the conference, the teacher must share the recording of the video conference on Microsoft Stream with the system administrator and the Safeguarding team.

23. Specialised learning

23.1 In some situations, particularly where a pupils has a Special Educational Need and/or Disability, it may be appropriate to provide small-group or one-to-one support. For example, a pupil may require some speech and language therapy with a specialist.

23.2 In this situation, the staff member responsible for providing specialised learning should seek permission from the Assistant Head Teacher for Learning Development.

23.3 The staff member responsible for providing specialised learning should contact the relevant pupil's parent/carer to arrange a time for the video-based session. The staff member should confirm this via e-mail and copy the Assistant Head Teacher for Learning Development in this e-mail.

23.4 Guidelines from 22.2 to 22.6 should then be followed.

24. Online school events

24.1 In the event of an extended school closure, or in a situation where the Head Teacher deems it to be appropriate, school events may be delivered remotely online. An example of such an event would be the year 6 taster days programme.

24.2 Online school events may be delivered through Microsoft Teams, the school's Twitter page, the school's YouTube page, or via the school's website.

24.3 If pre-recorded video content is provided as part of these online school events, staff should follow the guidelines outlined in 21.4.1-3.

24.4 Wherever possible, where school events include live video content, staff should use a medium which does not require pupils to provide video messaging themselves, such as YouTube Live, Go Live on Twitter! or Microsoft Teams with the pupils' video disabled.

24.5 Where online school events require pupils to use video messaging, the school should seek to gain the consent of parents/carers for their child/ward to participate.

23.5 Where online school events require pupils to use video messaging, guidelines from 22.2 to 22.6 should then be followed. Further to this, parents/carers should be advised of the following guidelines for pupils:

    23.5.1 Pupils must be appropriately dressed to engage in video messaging with school staff and other pupils.

    23.5.2 Parents/carers have responsibility to ensure no images are visible or language is used within their own homes which it would be inappropriate for other pupils to view or hear.

25. Live video-based lessons

25.1 During an extended school closure, it may become beneficial to pupils' education to provide live video-based lessons to pupils. Staff would not be expected to provide live video-based lessons as the norm, but have the option to do so if they feel it would be of benefit to a particular class.

25.2 Before any live video-based lessons are delivered to pupils, a correspondence must go to all parents/carers outlining the main details of the section of this policy relating to live video-based lessons. The school should seek to gain the consent of parents/carers for their child/ward to participate.

25.3 If a teacher wishes to deliver a live video-based lesson, they should seek permission from the senior leader line manager of their faculty. They should then contact their class, via their class' group e-mail, at least 24 hours in advance of the lesson.

25.4 At the beginning of the live video-based lesson, the teacher should contact their class, via the class' group e-mail, on Microsoft Teams.

25.5 At the beginning of the lesson, the teacher should begin to record the lesson. At the end of the lesson, the recording will be saved to the teacher's account on Microsoft Stream.

25.6 During the lesson, pupils should have their video capability disabled.

25.7 During the lesson, another member of staff should be present, either physically in the same room as the teacher, or as part of the video lesson on Microsoft Teams.

25.8 During the lesson, parents/carers have responsibility to ensure no language is used within their own homes which it would be inappropriate for other pupils to hear.

25.9 At the end of the lesson, the teacher must share the recording of the video conference on Microsoft Stream with the system administrator and the Safeguarding team.

Signed:_____   Dated._____ 9th June 2020

Head Teacher

Signed:_____   Dated:_____ 9th June 2020

Chair of Governors