Remote Learning

Policy

Adopted by the Governing Body on	07/06/2022

June 2022

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 or a partial closure where a rotation of students on site is required.

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 that 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. They should check the remote learning list every day to ensure work has been provided for these learners. This policy will also be used to provide work for any other legitimate reason for pupil absence – for example to provide work during a Fixed Term exclusion or post-operative recovery.

1.2 Teachers should set all remote learning via the Microsoft Teams 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, including any invites to attend live lessons, should be available by 8.30am that day and should be due in on the exact same day (unless it is an extended piece of work such as project), to ensure pupils know to complete the work punctually. Teachers should email details of the work to the 'Remote Learning' team who collate the daily learning programme for students.

1.4 When using Microsoft PowerPoint, Word or Excel etc in remote learning lessons, teachers should provide these on Microsoft Teams in the form of uploaded assignments that pupils can download for their reference.

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 scheduled lesson: one hour (or two hours if it is a double lesson).

1.7 From home, (if access to the whole school site is closed) teachers should aim to provide live teaching for each class, to provide pupils with the closest possible experience to normal school-based lessons (unless a member of staff is unwell). If providing video clips, they should follow the guidance provided in '**Section C – use of video technology to support learners'**. If this is not possible, due to domestic Wi-Fi issues etc, then staff should inform their line manager and should upload narrated PowerPoints with either video or audio clips accompanying to replicate normal school-based lessons. Teaching staff **must adhere to all safeguarding requirements for teaching online** – no cameras, appropriate meeting settings regarding presentation rights, muting attendees etc. **All meetings must be cancelled directly after every lesson.**

1.8 In the event of a school closure due to adverse weather conditions, work will centrally be uploaded to Microsoft Team's for students to complete remotely on day 1. From day 2, teaching staff are expected to deliver live lessons.

1.9 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).

1.10 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). Microsoft Teams has a 'class notebook' facility where students can also type their answers during live lessons.

1.11 **If a teacher is unable to set remote learning due to illness or any other legitimate reason**, they should contact the school cover supervisor and the Head of Department/ Area Adviser as they normally would in line with the Sickness Management 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/Area know straight away, 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 expected to provide feedback on pupils' work completed during a school closure. Feedback can take many forms and may not always mean extensive written comments for individual children.

2.2 In the event of an extended school closure, teachers should set one form of 'mini-assessment,' as an assignment on TEAMS. This should be for each class every fortnight: this need only be a short task that teachers can monitor the completion of such as a quiz on an online educational website such as Seneca, SMHW, or a short written task, which pupils can submit on Microsoft Teams or e-mail directly to their teacher. **All Year Group exam and assessment weeks will continue to take place as scheduled on the school calendar. Students will be expected to submit their exam responses within one hour of the examination ending.**

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 or non-attendance to live lessons), the member of staff should alert the pastoral and remote learning teams. The teacher should also follow up from a class teacher and departmental perspective. If there are any issues discovered about a pupil's ability to access ICT they should inform the remote learning team and the Assistant Head Teacher will arrange for laptop access.

2.4 The provision of teacher weekly feedback to pupils may include a variety of forms. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. They can also give feedback via various education websites, which will assess pupils' performance in online tasks and send a report to the teacher.

2.6 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.

2.7 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.

2.8 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 adhere to all the staff protocols regarding the provision of live remote learning lessons, via either video or audio, for pupils.

3.2 Teachers are welcome to produce pre-recorded video or narrated Power Point/ 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 code within the code of conduct 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 Educational platforms such as TEAMS, google classrooms or school e-mail accounts. **Teachers should not open any other lines of communication with pupils.**

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

Heads of Department/ Area Expectations
4. Setting and monitoring of remote learning set

4.1 Heads of Department/ Area should check the remote learning set by the teachers within their department/ Area, 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 in the event of an extended closure (see 1.10);

    4.1.4 contains web links to all resources, not just PowerPoint/Word attachments

4.1.5 should take pupils approximately an hour to complete (unless double periods are scheduled).

4.2 If a teacher has not provided appropriate remote learning, the Head of Department/Area should contact the relevant teacher and advise them on the remote learning policy. If the issue persists, they should contact the SMT with line management responsibility for that curriculum area, 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/Area, who will make arrangements for the remote learning on their behalf.

5. Line Management

5.1 During an extended school closure, all Heads of Department/ Area are still entitled to remote line management with their line manager. During these meetings, Heads of Department/ Area 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/ Area has.

5.2 During an extended school closure, all Heads of Department/ Area should either be in direct contact with every member of their department/ area, or should have arranged for every member of the department/ area to be contacted by someone within the department/ area 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' engagement and 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 in a subject, but has not been contacted by a member of the leadership team for persistent disengagement with remote learning across various subjects, the class teacher, then the Head of Department/ Area/ Pastoral Co-ordinator should contact the pupils' parent/carer to offer additional support.

6.2 If the school is closed for an extended period of time, the Head of Department/ Area should oversee their subject's website presence, 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 In the event of an extended closure, the Head of Department/ Area should liaise with all teachers within their teams to decide, for each week of school closure, which pupils receive the Departmental/ Area rewards for excellent remote learning completed.

6.4 How long should pupils spend completing work each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Secondary school-aged pupils not working towards formal qualifications this year (Years 7-9)	Students will follow lessons according to their weekly school timetable. There are five hours of scheduled learning each day.

	These lessons will have schedule a break of 10 minutes each hour to give students a break from their screens as well as the usual designated rest times for mid-morning break and lunchtimes.
Secondary school-aged pupils working towards formal qualifications this year (Years 10-13)	Students will follow lessons according to their weekly school timetable. There are five hours of scheduled learning each day. Lessons will have schedule a break of 10 minutes each hour to give students a break from their screens as well as the usual designated rest times for mid-morning break and lunchtimes. There will also be additional independent learning tasks for students in exam years to complete.

7. Planning for pupils' return to school

7.1 It is the responsibility of the Head of Department/ Area 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 'recovery' 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/ Area 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/ Area 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/ Area may delegate the design of some interim 'recovery' Schemes of Learning to the teachers in their team, but they should have overall responsibility for the quality of these interim 'recovery' Schemes of Learning.

8. Pastoral Expectations

8.1 In the event of an extended school closure, a designated member of staff should call each of their allocated tutor groups' parent/carers once a fortnight for a brief 'catch-up' and to check their general welfare and see how these pupils are coping with the school closure and remote learning.

8.2 Some pupils may be deemed 'vulnerable' and require additional support with remote learning and will be contacted daily or weekly by their Year Managers, Pastoral Co-ordinators, Safeguarding and/ or Curriculum Support teams.

8.2 If a pupil responds to the telephone contact informing the member of the staff that they are not feeling good/ reports any welfare concerns, or a member of staff is concerned that no contact has been made on two consecutive days, the member of staff should immediately inform a Designated Safeguarding Lead in line with the school's safeguarding policy.

9. Senior Management Team Expectations

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

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

9.4 During extended periods of closure, SMT will endeavour to maintain communication channels through the weekly bulletin and virtual meetings.

9.5 SMT and Year Managers will share weekly assemblies via TEAMS to continue to provide pastoral support.

9.6 A member of SMT and a Lead Practitioner will be responsible for rewarding pupils' efforts with Remote Learning. Exemplary achievements will be shared with students and parents via videos and certificates/rewards will be distributed based on teacher nomination.

9.7 Pre-emptive of any proposed school closure, SMT 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.

9.8 SMT 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 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 school email 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 on TEAMS which may involve a range of activities including PowerPoint lessons, Seneca, Ever Learn, 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 Pupils should ensure that they regularly check their school email account to keep up to date with messages from teachers.

11.7 Pupils should report any problems/issues with remote learning to: remotelearning@theappletonschool.org

11.8 Pupils must remember that if they have any Safeguarding concerns, despite the school being closed, they should report them to the following agencies below:

EMERGENCY SAFEGUARDING SUPPORT:
• Police: If a child is at risk of imminent harm – please call 999. Non urgent cases – please call 101
• Children's Social Care: Daytime call 0345 603 7627 and ask for the CHILDREN AND FAMILIES HUB PRIORITY LINE Out of hours call: 0345 606 1212
• Emotional Wellbeing and Mental Health Services: Main line: 03003001600 Crisis line: 0300 5551201

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 their child's email and TEAMs account.

12.3 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.

12.4 Parents/carers should maintain communication with the school and report any remote learning issues to remotelearning@theappletonschool.org

12.5 Parents have any Safeguarding issues during a school closure they should report them to the relevant agencies below:

EMERGENCY SAFEGUARDING SUPPORT:
• Police: If a child is at risk of imminent harm – please call 999. Non urgent cases – please call 101
• Children's Social Care: Daytime call 0345 603 7627 and ask for the CHILDREN AND FAMILIES HUB PRIORITY LINE Out of hours call: 0345 606 1212
• Emotional Wellbeing and Mental Health Services: Main line: 03003001600 Crisis line: 0300 5551201

Section B – Paper-based remote learning

In the event of an extended whole 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 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 team.

13.2 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 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 has not been identified previously, the form tutor should inform the Head of Year as soon as possible.

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

15.3 Heads of Department/ Area 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/ Area 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/ Area should provide the most appropriate content readily available. For example, for Key Stage Three, this may be generic home learning packs the department already have; for Key Stage Four or Five, this may be an exam course textbook with a guide on which pages and activities to cover.

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

16. Teacher Expectations

16.1 Teachers are expected to support Heads of Department/ Area 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/ Area in overseeing the checking of these paper-based remote learning packs and identifying which pupils deserve to be recognised under the School's reward programme.

17. Senior Management Team Expectations

17.1 A designated member of SMT 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 SMT will liaise with Area Advisers 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 SMT 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 SMT will ensure communication is made with parents to confirm the distribution of paper based learning packs.

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

17.6 SMT 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 SMT 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, SMT 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 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 remotelearning@theappletonschool.org or via 01268 794215 if parents do not have Internet access. Parents should contact the school directly by phone if they have any Safeguarding issues during term time or contact the following agencies:

EMERGENCY SAFEGUARDING SUPPORT:
• Police: If a child is at risk of imminent harm – please call 999. Non urgent cases – please call 101
• Children's Social Care: Daytime call 0345 603 7627 and ask for the CHILDREN AND FAMILIES HUB PRIORITY LINE Out of hours call: 0345 606 1212
• Emotional Wellbeing and Mental Health Services: Main line: 03003001600 Crisis line: 0300 5551201

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.

Section C – use of 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. This guidance is also reflected in the school's Online Safety policy and Child Protection Policy Annex 1, Section 8 - Online safety in schools and colleges.

21. How video technology can be used

21.1 As a result of the School's involvement in the Ed Tech programme and 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 Consultative Conferencing
   b) Specialised learning e.g. speech and language therapy and annual reviews, counselling services and careers advice
   c) Video-based lessons and assemblies (pre-recorded)
   d) School events e.g. Virtual Open Evenings and Concerts
   e) Video-based lessons (live)

21.2   Online school events, such as the Year 12 taster days programme, will be provided at the discretion of the Head Teacher.

21.3 Live video-based lessons are delivered by teachers, in the event of a partial or full closure on the condition that all guidelines and remote learning protocols are followed.

21.4 Pre-recorded video lessons and assemblies can be provided to pupils as long as all staff follow the guidance as above in the Safeguarding 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**.**

22. Video parent/carer-teacher conferencing (parental meetings and consultatives)

22.1 Should parents/carers wish to, they email or telephone the school to request to book a video conference meeting with a member of staff.

22.2 Once a conference is booked, the member of staff 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.

22.7 For virtual parental consultatives, all meetings will take place using the 'school cloud' online booking system where each meeting has a timed session of 5 minutes.

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. Other examples of specialised input could include counselling services and careers advice.

23.2 In this situation, the staff member responsible for providing specialised learning should seek permission from the Assistant Head Teacher who lines manages Curriculum Support.

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 who line manages Curriculum Support 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 12 taster days programme or a partial closure of a year group on student rotation.

24.2 Online school events may be delivered through Microsoft Teams 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 Where online school events require pupils to use video, for example, Open Evening marketing videos, the school should seek to gain the consent of parents/carers for their child/ward to participate.

25. Live lessons

25.1 During a partial or whole school closure, it is beneficial to pupils' education to provide live lessons on Microsoft TEAMS to pupils. Staff are expected to provide live lessons if 50% or more of their class are absent. If the amount of students absent is less than this threshold, staff are still welcome to schedule a live lesson if they wish but staff are expected to provide work through an assignment on TEAMS.

25.2 Before any live video-based lessons are delivered to pupils, teachers should contact their class to notify them of the live lesson, via an invite to a meeting through their class TEAM in advance of the lesson. These invites should all be sent students by 8.30am before the school day begins.

25.3 Staff should schedule lessons through their class TEAMs only and **check the meeting options to ensure that only they have presenting rights and that attendees are only admitted through the lobby function.** All attendees should also be **muted to begin with** as staff have the facility to unmute students to answers questions as required.

25.4 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.

25.5 During the lesson, pupils and staff should have their video capability disabled.

25.6 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.

25.7 At the end of the lesson, the recording of the live lesson will automatically upload to the Microsoft Teams' class stream and this then can be shared with the system administrator and the Safeguarding team as required.

25.8 All live lesson **meetings must be cancelled** at the end of every session.

25. 9 If teachers have any safeguarding concerns for a pupil, they should immediately notify a designated safeguarding lead via CPOMS, as outlined in the school's Safeguarding Policy.

Section D – Remote Learning and internal and external assessment

All Year Group exam and assessment weeks will continue take place as scheduled on the school calendar. Exam papers will be uploaded just prior to the exam. Students will be expected to submit their exam responses within one hour of the examination ending.

In response to guidance from the DfE and examination boards including Pearson the school has formulated the following protocols with regards to exam assessment including BTEC unit assessments:

26. 1 Pupils should not do any tasks at home that have health and safety risks for them or others.

26. 2 Pupils need to have the ability/be well-placed to produce work from home. This includes having access to suitable resources, a quiet area and importantly being able to produce work from home without being over directed by a teacher through instructions for completing the task or resources created by the school to help them complete it. (Teachers must make sure their candidates know about the risks of getting help at home from family members or any other person as it could count as over-assistance.)

26.3 Teachers must be able to authenticate the work. Teaching staff need to consider the time it will take to authenticate the work of the exam cohort and how they will authenticate the format of the work the candidates will present. Formal discussion could be used confirm whether the candidate worked independently, by checking their understanding of aspects of what they did. For example, teachers could ask a question about a specific part of the work. They could also ask candidates to explain terminology used or the significance of concepts covered in their work or about the process they used to complete the work. This could include asking them about sources of information and the stages they went through. For example: Why did you choose to use this method? Can you describe or explain how you produced that/what steps you followed? It is also important to verify whether anyone helped them with their work. Teachers should also keep a record of these questions and their candidates' answers.

26.4 If teaching staff are unable to authenticate a pupil's work they must follow the examination board guidelines regarding procedure for resubmission, reporting of malpractice and adjustments of marks where applicable.

26.5 If at all possible, teachers should avoid evidence for a whole unit being produced remotely. If some parts of a unit are completed under normal supervision, teachers should compare the standard of the evidence produced remotely with that produced in the centre. As part of this teachers should consider which parts of a unit are the best for candidates to do remotely. If the only way to complete the unit is to allow the candidate to produce work for all the tasks from home that is allowed, assuming it is safe to do so. It is expected that this would occur only in exceptional circumstances, such as when a candidate cannot be at school if they are self-isolating for a long period, but still well enough to work.

26.6 If a practical performance is required as the exam assessment, the school will utilise all COVID secure control measures in line with the school's risk assessment. This will include; minimising contact with individuals and maintenance of bubbles for group work, use of social distancing between students and teaching staff, use of large, well ventilated indoor spaces to enable dilution of aerosol transmission, limiting handling of scripts and props or designating users of specific equipment and regular disinfecting of such items as well as the promotion of good respiratory hygiene.

26.7 The school will put in place additional mitigations as required which may include:
      26.7.1 The wearing face coverings in communal areas
      26.7.2 Two-metre spacing between all desks
      26.7.3 Additional protections for candidates who are classed as clinically extremely vulnerable, such as taking exams and tests in a separate room to other candidates (where practicable and reasonable).

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Signature: …………………………………….Name: …………………………………………..Date: ………………………………
Chair of Governors

Signature: …………………………………….Name: …………………………………………..Date: ………………………………
Headteacher