

Holme Grange School

Whole School Policy Including EYFS



Remote Learning Policy

Date:	Amendment:	Reviewed by:	Authorised by:
July 2023	Reviewed	MJe	TBC
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This policy applies to the whole School, including the EYFS.

Policy Aims

Holme Grange School is committed to ensuring, wherever possible and reasonable, continuity in its pupils' education. There may be occasions where an individual pupil, or groups of pupils, are unable to attend school but are able to continue with their studies from home. There may also be occasions where extraordinary circumstances dictate the closure of the school site for a period of time, with all pupils required to stay at home.

This policy outlines Holme Grange's approach in managing the demands of remote learning, maintaining a reasonable continuity of education, whilst ensuring that all members of the community remain safe.

Scope:

This policy applies to students who are fit and well to complete school work however are unable to attend school for a specific reason. The following provides a guideline to the circumstances where a pupil would fall under the remit of this policy*:

- A pupil is unable to attend school as she/he is isolating to reduce the risk of passing on an infection/transmitting a virus;

- A pupil is unable to attend school due to temporary mobility issues – for example a broken leg or recuperation after an operation;
- A pupil is under the care of medical professionals who advise a period of learning from home.

This policy does not apply to individual students who are unwell and are unable to attend school for short periods nor to pupils who are not attending school for an unauthorised reason, for example a family holiday during term time - in this instance, the school will not expect staff to support students in “catching up” beyond the routine signposting of work to be completed independently. For pupils who are unable to attend school for reasons related to social/emotional/behavioural issues, or any other reason not stated herein, specific arrangements regarding the level of online support will be agreed between the Head of School and parents using this policy as a guide, however, parents must be aware that Holme Grange does not provide remote education as a primary medium of instruction, therefore any longer term provision would be in excess of the contracted offering. It is not a reasonable expectation for parents to anticipate that Holme Grange can maintain a pupil’s long term educational progress remotely.

For children who are absent unwell for short periods of time, or who have not been in attendance for unauthorised reasons, the School will provide catch-up work *on the child’s return*, to be completed, where necessary, out of timetabled lessons (lunch, break, prep after school or at home). For the sake of this policy, a short period is defined as 5 working days or less.

Individuals or groups of students who are unable to attend school but are able to continue with their studies when school is still in session on site

If School is still in session on site, but a pupil or pupils are unable to attend but are fit to complete schoolwork* staff will compile work to be communicated to the pupil(s) either in hard copy or via a Remote Classroom, or a combination of the two (the age and stage of the pupil(s), and their relative independence and confidence with remote technologies, will very much dictate the method of communication).

Staff would mark and assess work completed and submitted, either in hard copy or electronically, in accordance with our Marking and Feedback Policy.

Work provided will be aligned to the routine timetable, made available the evening of the first day of absence - thus pupils would work one day behind the “on site sessions”. Whilst school is in session on site, there is no expectation on our staff to remotely deliver lessons “live” to pupils at home.

School Closure/part closure – part or full implementation of remote schooling

In the event that Holme Grange is forced to close for reasons beyond its control, or that groups of children are required to stay away from School (for example to self-isolate to prevent the

transmission of a virus), the School will provide full and appropriate home-learning opportunities.

In the first instance, parents will receive a planned communication, detailing the school's approach, with this policy attached.

The School will continue to follow, as much as is reasonably possible and maintaining a focus on what is educationally best for the pupils given the change in method of delivery, the learning outlined in our Curriculum Maps which we publish on the School parent portal at the beginning of each term. In most circumstances this will mean that live delivery of lessons will move online in accordance with the published timetable, however, there may be subjects where a creative and adapted approach is taken, for example the delivery of sport and the creative arts.

We expect pupils learning remotely to engage fully with the tasks, activities and work set in order to reduce the impact of time away from the school site.

Whilst we would aim to be able to deliver comprehensive "live" home learning experiences from the beginning of any period of school closure, there may be occasions when for the first two days of school closure tasks and activities would be provided remotely without live input (via Teams or other online technologies).

In these cases, it would be the expectation that activities and tasks set for pupils will rely upon prior knowledge and content previously taught. It is the School's intention to provide a full online, live curriculum experience no later than the 3rd day of school closure. On the 3rd day, continuity of the Curriculum Plans will be resumed with live teaching opportunities as outlined below. On the first day of school closure, all tasks and activities will be posted on Teams/Google Classrooms or Sites by 10am. For subsequent days, tasks and activities will be posted, at the latest, by 8.30am on that day, or where there is a necessity to prepare worksheets or activities at home by 6pm the previous evening.

Instructions will be clear as to whether work should be completed online or in hard copy. Details of how work is to be submitted will vary according to the age and stage of the child. See below for further clarification. Home Learning works best when there is a routine established at home. Although we reserve the right to modify the timetable to best fit the remote learning environment, we will do what we can to maintain the "routine" timetable which would include break times. Teachers will be available during school hours (8:15am - 4:15pm) to offer support (see below).

In all instances, work set will be monitored by senior staff who will be shared onto Teams/Google Classrooms as "Teachers" or have sight of Tapestry for EYFS.

The School, through senior staff and technical departments, will provide appropriate support to its staff in delivering continuity of education in extra ordinary circumstances. A page on the school's website will be updated to provide details of our existing online platforms, used to support pupil progress, and information regarding support and help available.

Little Grange Nursery:

- For children attending Little Grange, staff will provide a list of resources to support parents whilst their children are away from the setting. Teams/Microsoft or Google Sites will be used to engage pupils, with activities posted to the Site to support pupils' progress. Key workers will communicate with parents via tapestry and nursery staff will be available, via email, during routine nursery sessions to respond to any questions or queries parents may have.

Pre-Prep: Reception, Year 1 and Year 2

- Reception staff will communicate activities set for the core subjects of Reading, Writing and maths, and physical and creative activities through *Tapestry* and Teams/Google Sites and engage pupils through the use of Teams/Zoom facilitated sessions and pre-recorded videos.
- Year 1 and Year 2 staff will communicate activities and tasks set, in the core subjects of Reading, Writing and maths, plus "topic" work, and physical and creative activities challenge, via Teams/Google Sites, and engage pupils in live Teams/Zoom facilitated sessions.
- Teams/Zoom live sessions and recorded videos will be used for the class teacher to communicate directly to the pupils, as per the expectations document for teachers (see appendices), benefitting the personalisation of the tasks, and maintaining contact between the child's teacher and the child. For periods of school suspension extending beyond 5 working days, daily contact will be provided.
- Teaching staff will be available to assist during the scheduled school day (8.15am – 4.15pm) to respond to any questions or queries, children or parents may have.
- Hard copy work should be collated at home, with further instruction regarding how this would be collected, to be marked and fed back upon, communicated in due course.
- Parents and pupils will be provided with instructions of how to access Teams/Google Classroom and Zoom, and "work with" the platform. Supporting video guides are provided (see below).

Prep: Years 3 & 4

- For Year 3 and 4, work will be provided via a single form Teams/Google Classroom, and Microsoft/Google Sites to which all staff who teach a specific form, will contribute.
- Activities and tasks will be set for all timetabled subjects including physical and creative activities, subject to any timetable revisions.
- Appropriate instructions, resources and links will be provided by the class teacher, uploaded to Teams/Microsoft Google Classroom and/or Site.
- Teams/Zoom live sessions and recorded videos will be used for the class teacher to communicate directly to the pupils, as per the expectations document for teachers (see appendices), benefitting the personalisation of the tasks, and maintaining contact between the child's teacher and the child. For periods of school suspension extending beyond 5 working days, daily contact will be provided.

- Teaching staff will be available to assist, via the Teams/Google Classroom, or via email, during the scheduled school day (8.15am – 4.15pm) to respond to any questions or queries, children or parents may have.
- Work can be submitted online via the Teams/Google Classroom. Where directed, hard copy work can be collated at home, with further instruction regarding how this would be submitted, to be marked and fed back upon, communicated in due course.
- Parents and pupils will be provided with instructions of how to access Teams/Google Classroom and Teams/Zoom, and “work with” the platform. Supporting video guides will be provided (see below).

Prep: Years 5 & 6

- For Years 5 and 6, subject and form Teams/Google Classrooms will be set up, providing detail on home learning activities for all timetabled lessons including creative and physical activity.
- Appropriate instructions, resources and links will be provided by the class teacher, uploaded to the Team/Google Classroom site daily. Teams/Zoom and videos will be used for the class/subject teacher to communicate directly to the pupils, benefitting the personalisation of the tasks, and maintaining contact between the child’s teacher and the child.
- Staff will be available to assist via the Team/Google Classroom, during the scheduled school day (8.15am – 4.15pm) to respond to any questions or queries, children or parents may have. Questions and queries outside of the scheduled “lesson time” should be made via email.
- Pupils will be provided with Teams/Google account log-ins where necessary however pupils will have been working with Teams/Google accounts in their routine school lessons.
- Work will be submitted electronically and marked, with feedback, in line with the School’s Marking and Feedback Policy.
- Parents and pupils will be provided with instructions of how to access Teams/Google Classroom and Teams/Zoom, and “work with” the platform. Supporting video guides will be provided (see below).
- Records will be kept of “attendance” for Google Classroom participation and work submitted. Instances where pupils are not completing work and showing evidence of a lack of engagement will be followed up supportively by the Head of Section/School.

Eaton Grange: Years 7-11

- For Years 7-11, existing Class Teams will be used for all timetabled lessons including physical activity.
- Students should follow their routine timetable (available via the Pupil Engage Portal) – each scheduled lesson will have new work set after the second day of any whole school closure.

- Appropriate instructions, resources and links will be provided by the class teacher, uploaded to the Teams site daily.
- Teams video calls will be used, where appropriate, for the subject teacher to communicate directly to the pupils, benefitting the personalisation of the tasks, and maintaining contact between the teacher and students.
- Staff will be available to assist via the Teams and email, during the scheduled school day (8.15am – 4.15pm) to respond to any questions or queries, children or parents may have. Questions and queries outside of the scheduled “lesson time” should be made via email.
- Pupils will use existing Teams account log-ins via their 1:1 devices.
- Work will be submitted electronically and marked, with feedback, in line with the School’s Marking and Feedback Policy.
- Pupils will be familiar with how to access Team Classrooms however supporting video guides will be provided (see below).
- Records will be kept of “attendance” for Teams Classroom participation and work submitted via Engage registers. Instances where pupils are not completing work and showing evidence of a lack of engagement will be followed up supportively by the Head of School.

Pupil Support: ALC and in class support

- In line with the above procedures, and using suitable technological solutions ALC staff will contact parents to arrange context and age appropriate sessions to support pupil progress with, where agreed, 1:1 Teams sessions to facilitate ALC support sessions.
- For pupils who require in-class support in Eaton Grange and Year 5 and 6, on the advice of our SENCOs and Heads of School, where reasonably possible, teaching assistants will be allocated to specific pupils with whom they will make contact to support completion of tasks remotely set. Contact will be made via Teams video conferencing with an agreed time.
- Staff will, wherever reasonably possible, adapt teaching and liaise internally and with parents, to ensure that a student’s special educational needs are met. Government guidance is adhered to in relation to the provision of education for students with SEN.

Safeguarding (for detailed guidance see appendices B)

- Staff interactions with pupils online must be in line with the guidance found within the Staff Acceptable Use Policy and eSafety Policy and as stated in the Staff Code of Conduct
- Pupils must use technologies in line with the eSafety policy, Acceptable Use (Pupils) and Pupil Code of Conduct
- Staff will save School related data on School devices only
- Staff will only use School accounts to contact pupils

- If there is the need to contact a pupil on their personal mobile/land line, staff must restrict visibility of their personal number (prefix any number with 141). It is not appropriate for pupils or parents to contact a member of staff on a personal number.
- Parental consent will be sought for the use of 1:1 video calls, which support the School's educational purposes.

ICT Provision

- Holme Grange will ensure that all staff have access to an appropriate device to carry out the above duties effectively, including remote access software to the School's network.
- Home devices are permitted to be used for School work, however, all use must comply with the guidance and regulations as set out in the Staff Acceptable Use of IT policy.
- In the instance that students are without the appropriate hardware to be able to access online learning, parents are encouraged to contact the School to seek support.

Class and Subject Teachers

It is the class and/or subject teacher's responsibility:

- To set work, according to the detail outlined above and expectations included below (appendices).
- To ensure that instructions, deadlines and expectations are clearly communicated to the pupils.
- To manage all parent/pupil queries relating to work set in a timely fashion responding to all by the end of the school day.
- To collect, mark and feedback on work completed in accordance with the School's Marking and Feedback Policy.
- To follow up, where appropriate, instances where pupils are not engaged/attending and report to the Head of School, instances where pupils are persistently not engaging.
- To ensure that all interactions from what might be a more relaxed, home environment, are professional and appropriate to the expectations of the School. This includes professional dress.

Form tutors

It is the form tutor's responsibility (or a member of staff given temporary responsibility during a school closure to tutor an individual):

- To hold form time and provide a personalised support, aligned to the expectations (below – appendices).
- To work with students, staff and parents to best support tutees whilst a period of remote learning is underway
- To coordinate messages to tutees where the need arises

Pupils (R-Y4)

It is the pupil's responsibility (Year R-Y4):

- To engage at the stated times, wearing school uniform and complete the work set so far as is possible and to the best of your ability

Pupils (Y5-11)

It is the pupil's responsibility (Year 5-11):

- To be online according to the published timetable wearing school uniform
- To complete work set, and submit work as requested
- To seek help/advice/guidance over work set if you are unclear or over matters of procedure
- To engage with remote learning in a positive and appropriate manner at all times, in line with expectations as made clear in the School Rules, Behaviour Policy and Code of Conduct.
- If participating in a video call, to appear on the call with video and microphone "on" at all requested times during the lesson.

Parents

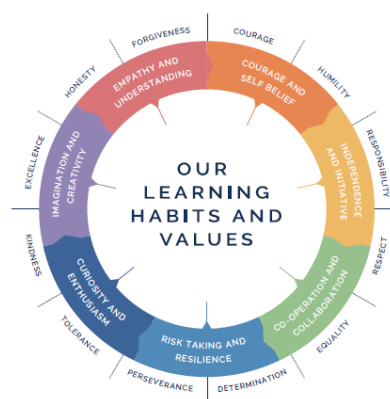
It is the parents' responsibility:

- To ensure children arrive promptly for lessons wearing school uniform
- To encourage and support the children's work, providing an appropriate space to work, and "frame" of the school timetable for the child's time whilst engaged in home learning

- To contact the School should there be technological barriers to planned remote learning and/or other concerns arising

Appendix A

Holme Grange Expectations for Staff: Remote Schooling



Introduction

Studies have shown that effective learning is not the product of the medium but of the methods, the pedagogy applied. In moving to remote learning, whilst we fully acknowledge the challenges, if we apply a consistent approach the experience can be positive and learning productive. At the end of this document you will find a summary of the most recent online learning review which contains some helpful pointers to direct your practice. In delivering remotely, we ask all staff to follow the expectations outlined below.

Our Remote Learning must be:

- **Personalised**
 - Our expectations for teaching and learning remain the same – we aim to provide challenge for all and we have high expectations of all our pupils – the work set must reflect this.
 - Pupils (and by proxy, parents) must know that we are engaging with pupils on an individual basis.
 - As you would in a face to face lessons, plan to speak to specific pupils each lesson and make sure pupils know of their responsibility to contribute to discussion.
- **Simple**
 - What we offer, and deliver, must be done with simplicity in mind (this doesn't mean the complexity of the *content* is compromised, however).
 - Think simple: one step instructions, or if multi-step, clearly presented (not verbal "live" instructions which can then be lost).
 - Try to avoid students working across different online and hard copy documentation / platforms and make the objectives clear and obvious from the start.
- **Manageable**
 - The **quantity and complexity** of tasks needs to be carefully considered.
 - As per the routine classroom, tasks should be **differentiated** according to pupil need (and do liaise with TAs who are with the class, to be able to support individuals "live").
 - Apply the mantra **less is more** as you gauge the parameters we're working within not only for the pupils, but for you to be able to manage the workload in terms of preparation, marking and feedback on tasks – *work smart* in this regard.

- Remember that a **Team/Google Classroom full of tasks, worksheets and instructions**, will **be** overwhelming to some and wouldn't be reflective of a lesson delivered face to face.
 - Adopt **good housekeeping** of Google Classrooms – archiving lessons etc that have passed and don't need to be accessed again.
 - Think about **realistic time frames** to complete tasks, communicate with pupils over the progress and adjust plans according to how fast/slow the pupils are going.
 - **Manage pupils' time** for them, and don't let them feel they are slipping behind and work is getting on top of them.
 - Importantly, **we all need to be actively teaching, via Teams/Zoom, every lesson** (i.e. don't set a task for the week and expect pupils to then get on with it independently). Even when you set tasks, keep the video call going and check in with students.
 - Don't expect parents/pupils to be printing out worksheets and resources and/or uploading large quantities of files.
 - **Think creatively** about how the students can complete and submit work, if the task doesn't fit submission by Teams/Google Classroom.
- **Consistent**
 - **What we offer** (intentional use of the 1st person plural) as a collective **will reflect** our collegiality, the standards we apply across the subjects and years, and **the care we take**.
 - The overall quality of education will rely on each and every one of **us sharing** what we're doing, collaborating and supporting one another.
 - We all need to meet the basic expectations for remote learning (see below) and to do this, **self-reflection, honesty and team work** will be key.
 - **Caring and considered**
 - Hopefully this doesn't need explanation!

We know there will be demands and challenges in what we are delivering. We're all in the same boat and no one will struggle alone – please communicate worries and concerns over use of tech to our Gold users or a member of SMT. We are committed to supporting and monitoring what is being delivered to ensure the period of remote learning is a success.

Expectations for Remote Teaching

Lesson scheduling/delivery

- Lessons will be delivered live at the timetabled slot.
- Teams/Google Classroom must be used to communicate lesson details, Teams/Zoom links resources and assignments
- Lessons and content can be scheduled to be released from 8.30am on the day of the lesson if there is no need for preparation. For younger pupils, and lessons which require sight of before for preparation, please release by 6.30pm the day preceding the lesson.
- Staff must be available for every lesson they deliver, and for the duration of that lesson, via Teams/Zoom. For the most part, we expect staff to be active and delivering, as one would in the classroom, via Teams/Zoom - leaving it open even when students are independently working.
- Coach students in the way you want them to interact with you and your lesson via Teams/Zoom/ Google Classroom. Don't expect them to know or find their way intuitively. Not all students are familiar with Teams/Google Classroom, and not all will be confident/competent with technology – use of these applications requires rules and regulations to get it right. Keep things consistent lesson to lesson. Get (you and them) into good habits.
- Some students might not have capability to video call (poor broadband width etc.). This will need individual liaison but also checking as there may be some intentional obfuscation! – Report this to the form tutor or Head of School if you find this to be the case.

Lesson Structure and Content.

- In terms of planning, we should now be delivering schemes of work as expected. Some overlaying/revision may be appropriate if part of the scheme of work, but we can't put a hold on the content we are supposed to be delivering.
- The lesson's objectives should be clearly displayed for the students, as should the lesson structure and timings to complete tasks, all published to Team/Google Classroom.
- Pupil progress must be monitored.
- Every lesson should have direct and personalised teacher input.
- For subjects timetabled less frequently (once or twice per week) each lesson must include Teams/Zoom live input to personalise, support, monitor pupils' progress and guide the task(s) set.
- For lessons delivered more frequently (e.g. maths and English) there may be lessons where pupils are asked to continue with a task however there must be a Teams/Zoom "opener" to monitor progress and support pupils.
- Pre-recorded Zoom lessons, with demonstrations, clear instructions etc are a good way to provide a structure and deliver controlled input to complement live input.
- Screen sharing allows teachers to demonstrate and talk through concepts and ideas with visual prompts for students to watch/view. Links to resources/videos can also be used to provide input but don't leave students to digest independently – follow up via Teams/Zoom.
- The lesson should end promptly (if not a few minutes before the timetabled end time) so students have time to move onto their next timetabled session.
- Expectations for marking and feedback still apply, as per the policy. This means quality work to be fed back on will be submitted weekly for core subjects and every 2 weeks for non-core.

- Try to time the receipt of work to allow feedback to be manageable and also work smart in assessing to the learning objective – be focused – and grade accordingly with (next steps) targets clearly set on the Teams/Google Classroom returned work.
- Teams/Google Classroom will keep a record of work submitted and marks awarded. It is advised that teachers use this as their main form of recording results, but we acknowledge that in some subjects this might not be the most effective method but records must be kept.
- Be prepared to report at the end of the term on: progress, attainment and attitude.

General points to note:

- If any member of staff has any concern about a student please contact the Form Tutor and Head of School as soon as possible. It is important that we still follow the appropriate chain of communication, as if in school, as often the Form Tutor is in possession of other information so it is important in being aware of the “whole” picture.
- If a student is not engaging with work set or not submitting work on time, please address immediately – supportively in the first instance - as there might be a genuine reason for lack of work.
- Avoid general class messages such as, “I am still waiting for some work to be handed in” – this is demotivating for students who have done what they should do. Please address individuals.

Pastoral Expectations during Remote Learning for all staff

Routine:

We shall have **registration** (am and pm) and run **Assemblies and form/LS time**, via Teams/Zoom
Form tutors: Do not use Engage to register the children.

- All concerns about children must be passed onto one of the Safeguarding team and logged on My Concern
- A member of the Safeguarding team will always be available either by phone, Teams video calls or email. All numbers are on your safeguarding card.
- Be observant and listen to your pupils even more that you do usually – families will be struggling with all sorts of difficulties which will be affecting the children.
- Ensure that the pupils' behaviour online follows our procedures – any cyber bullying needs to be dealt with immediately
- For very young children who may not be able to verbalise how they are feeling, your observations and professional instinct are hugely important.
- Mental Health will be of a concern to some of our parents and pupils. These need to be logged with our safeguarding team who will be able to signpost them to relevant support networks.
- Please inform a member of the safeguarding team if you are concerned that a child maybe missing from their education
- All school staff are still to follow Keeping Children Safe In Education.
- Ensure you follow the Remote Learning Policy to safeguard yourself too.
- All staff need to be familiar with the update to our Safeguarding and Child Protection Policy. This and all other policies are available via Every.

Do what we always do – Listen, Observe and Act.

Thank you for all that you do to keep our children safe.

Specific protocol for Form tutors

Eaton Grange

- Post a written greeting on the Form Team daily. Some tutors have added quizzes, riddles, jokes etc. – to engage the students and get them to communicate with each other.
- Daily Teams meeting (apart from assembly times) at 8.45am with form – to greet, check, and field any issues raised during the previous day with their learning. (This can be set up using the “Recurring meeting” feature on Zoom).
- Please register who attends these sessions – if a student persistently misses this session, please contact to check that all is well.
- Individually video call with every form member **at least** once a week or in small groups if you feel that this is more useful and engaging for students. (Please consider your groups carefully, so that students feel at ease to talk). This might only be for a few minutes, but just

to check in. (Again, these could be set up at the same time every week using “recurring meeting”).

- Email parents of every student to check on how home learning is going **at least** once a week – this does not have to be long but must be personalised – not a group email. (Contact details are available on Engage/School Post)
- Refer any pastoral issues to the Head of Year as soon as possible. If they are technical questions, please copy in IT (it@holmegrange.org). Please then follow up to check that issue has been addressed.
- If there are any students who need support, please flag up immediately to the Head of Year. Please do not wait too long if you have any concerns.
- If for any reason you are not able to contact students/parents as above, please let the Head of Year know.

Please flag up any concerns immediately. We know you will have teaching commitments so will sometimes be short of time but please let SMT know as soon as there is any issue.

Often a very small thing dealt with immediately can prevent it becoming a major issue.

Prep

- All pupils in your form must be contacted 1:1 weekly; by phone or video calls not just an email.
- Form time is timetabled for most mornings in Prep – use this to check in with pupils and talk through the day. If they are missing this please email parents to see what support is needed. Zoom sessions are expected. Please keep a record of attendance.
- Email parents of pupils to check how they are coping
- If you are not able to contact families please let Head of School know.
- Use the form Team/Google classrooms to provide children with challenges, scavenger hunts, competitions and greetings
- All pastoral concerns in EYFS, Pre-Prep and Prep must be logged with Head of School.
- If there are technical questions, please copy in IT. Please then follow up to check that issue has been addressed.

Pre Prep

- All families will be contacted for a 1:1 with pupils weekly; by video call (or phone if this is not available)
- In Reception, Year 1 and 2 the day will begin with form time video call to pupils. A register will be kept.
- In EYFS (Little Grange and Reception) Tapestry will continue. Parents and staff can communicate via tapestry and share concerns.
- Regular contact with parents to check how pupils are coping with online learning by e mail or phone call.
- Let Head of School/Section know of any families you are not able to contact.
- All pastoral concerns in EYFS and Pre-Prep should be logged on My Concern and DSL informed.

Appendix B

Remote Learning Safeguarding Guidance for staff

Teaching a remote lesson should be treated no differently to a normal lesson. Think about how you would dress, behave and react in a classroom. It should be no different online. Before teaching a lesson remotely, spend time thinking about the safeguarding aspects as well as lesson content and delivery. This is to protect you.

The points below give guidance for all remote contact, but much specifically relates to video conferencing and videos you may record for lesson input to be posted on Google Classroom.

Practical points

1. Where possible, lessons should be taught in a classroom. However, if this is not possible ensure that your background is free of unwanted imagery and personal effects.
If you are teaching from home, you are essentially inviting your class into your house.
2. Ensure that, in your teaching area, you are not going to be interrupted. Put a sign on the door and, if teaching from home, tell your family and put a sign on the door. You do not want to be interrupted loudly or embarrassingly.
3. Dress appropriately.
4. Remember that you are visible; this can be easily forgotten on video calls.
5. Ensure that all resources you are going to use are ready to be screen shared and are correct (to save suddenly sharing a private or personal file by accident).
6. All live lessons and 1:1s should be conducted within the normal daily timetable. No lessons are to take place in the evening or at night.
7. If a 1:1 tutorial is to occur it should take place between 9-6pm. This is to ensure that students are aware of appropriate boundaries and all are working to the same expectations from staff. If there is the need for any deviation from point 6 or 7, the DSL must be informed.
8. Language must be professional and appropriate at all times.
9. Consider, on occasion, team teaching via video conferencing – two or three members of staff might not only share the responsibility and raise the interest levels in a lesson but also add in an extra layer of safeguarding for staff.
10. Establish etiquette for your virtual classroom – this should include how to ask questions, when to speak, how video contact is not the routine method (audio plus screen sharing is the school's advised method of delivering content).
11. Be aware that some students will not enjoy or adapt well to a video conferencing method of learning. Those who are already anxious, who have less understanding of technology or who find it hard to concentrate on tasks may struggle to engage or simply find the whole lesson overwhelming.
12. Do ensure that all resources related to online learning avoid the identification of a student by name or location.
13. Lessons broadcast using video conferencing should be for Holme Grange students and staff only and students and staff should be invited via their school email address.

Technology

- The School policy is for Zoom to be used for all remote video conferencing teaching and work should be set, completed and marked via Teams/Google Classroom or email.
- If your department already uses other methods of communication / online platforms which the School have supported and are installed you may continue to use these.

- Other forms of social media/online technologies must not be used without prior consent of the Deputy Head. Until permission has been granted, do not use another method of communication. This is to protect you, and not designed to inconvenience you. Teams/Google Classroom has been selected due to many considerations such as being able to use School email accounts, the safeguarding of personal data, privacy questions and policies and terms of service. By deciding to use another means of communication, the relevant checks and safeguarding measures may not have been put into place.
- The usual safeguarding and AUP policies and procedures apply: do not post or 'broadcast' anything which will bring you or the School into disrepute.
- Consider any resources you might want to use carefully. Use of online webpages in School will be subject to internet content filtering; this is unlikely to be replicated in the home environment.
- Using personal devices is permitted – this as our remote learning is facilitated via online platforms which require secure school account log-in, as does Remote Access. If you require a device to facilitate Remote Learning, please contact the Deputy Head.
- If you are teaching remotely from your home check the security of any devices being used (for example a camera) and the security of your internet and router settings.

Recording

- **It is advisable for all live video lessons to be recorded** – Zoom and Teams allow for this. This is to ensure that there is a record of the lesson to protect you and also to ensure that the lesson is available as a resource or for any student that had technology issues during the course of the lesson or who was unable to access it.
- Keep a record of who participated in the online lesson -In Eaton Grange Engage class registers should be used. Teachers should be able to produce these records on request.
- The videos should be made available to the students of that class by sharing the video via Teams/Google Classroom.

One-to-one interactions

- National guidance advises that one-to-one calling should not take place. However, the School will allow this to happen as it recognises the need for one-to-one specialist help, particularly with exam classes or tutorials.
- If you are carrying out a one-to-one lesson, this should be logged in the same way that a remote lesson is logged and should be recorded.

Potential technology issues

- If a School student account was not working (e.g. they had a problem accessing School webmail or if they got locked out) and no solution can be found, please contact your Head of School to discuss alternatives – no personal contact details should be shared with pupils or parents.
- If the above circumstance should arise, this should be reported to the DSL asap.
- Telephone conversations between students and staff are discouraged – other technologies should replace this need. However, if there is an agreed need (agreed between a member of staff and a senior manager) where possible these should take place on school provided phones. If this is not possible, the DSL should be contacted to explore alternative arrangements or be informed about the possible communication.
- If there are any issues relating to the technology involved, they should be reported to it@holmegrange.org in the usual way.

Reporting

- Any safeguarding incidents / concerns should be logged on My Concern and reported to the DSL as soon as possible so that advice and support can be given. The DSL will record any follow up in the usual way.
- Do be proactive in reporting anything that might be out of the ordinary – both staff or student concerns.
- If there are issues over student behaviour during a video conferencing lesson, this should be reported to the Head of School
- If there has been an issue with a lesson, then this lesson should not be posted in a public place and the lesson will be reviewed by relevant staff.
- If you have concerns that a student has not engaged with you for at least 5 consecutive days, please inform the Head of School.
- The DSL will be available over and on the telephone.