

# **Remote learning, Microsoft Teams and live input draft policy**

**Created November 2020 and updated February 2021**

## **Background and context**

Our core principles about remote learning are that:

- 1) Anything that we do has to benefit and work for the majority of people involved – staff and students
- 2) Staff and student well-being, safeguarding and workload are the main priorities
- 3) Anything that we do has to be purposeful for assisting students to learn
- 4) Independence is to be valued and encouraged
- 5) Students should have what they need in terms of access, support and differentiation
- 6) We should always aim to reduce any disadvantage gaps, not widen them, while allowing for all students to get the right support and teaching
- 7) The focus of remote learning is teachers engaging with the students and vice versa; work set should be marked/ fed back on, on a regular basis, to enable students to make progress with their learning. This feedback may involve individual written feedback and/ or acknowledgement of work. It may involve self-marked work, or work that is automatically marked on Firefly or an external website. It may involve different methods e.g. whole class feedback, re-teaching certain elements where teachers have found common mistakes. The depth, format and frequency of feedback will be decided by departments (with SLT line managers) and must be meaningful, manageable and motivational.

When parents and students were surveyed after the March – June 2020 lockdown, a theme in their responses was the desire for students to be able to interact with and ask questions of their teachers (and, potentially, peers) as part of their learning.

Whilst nationally, many schools used live teaching (in line with their usual timetable), usually via Microsoft Teams or Google Classrooms, as part of their initial lockdown provision, and while some may plan to do so in the event of a further long-term closure, this is not the **core** offer that we intend to implement. This is because of a number of factors:

- 1) Access to devices/ reliable broadband (staff and students)
- 2) Health and well-being of staff and students
- 3) Family factors

However, live teaching has been a part of our core offer from January 2021 and could be expected to be part of any further whole-school or whole-year lockdowns in the future.

## **Expectations**

Our core offer, in the event of a lockdown or a number of students self-isolating, will be work set on Firefly, as well as that set on the online platforms such as Century, GCSEPod, Hegarty, Memrise, Accelerated Reader, Seneca, Clickview etc. In addition, to ensure that all students can access work, students have all been given booklets containing core learning that does not require IT access. All staff have been shown or given instructions on how to record short Powerpoint voiceovers so that students can hear from their own actual teacher. Email or Firefly can be used to follow up any questions or concerns that students have. If there was a full lockdown for the whole school or a whole yeargroup, staff would be expected to set (and feed back on) tasks for students, set on a weekly basis. The expectation is set out below:

### **KS3: Y7-8/9\*:**

Maths, English, science, MFL, history, geography: weekly work, including some live teaching or interaction

All other subjects: monthly/ fortnightly work or projects, including some recorded/ live teaching or interaction

## **KS4: Y9\*/10-11:**

All subjects: weekly work, including some live teaching or interaction

- Some subjects start their GCSE course in Year 9. These subjects may treat Year 9 as KS4. Additionally, in the case of a lockdown later in the school year, Year 9s may start their other GCSE options early and effectively become Year 10s. Again, these Year 9 classes may be treated as KS4 in terms of expectations and work set.

As described, the core offer remains Firefly and booklet tasks. Having said this, there are obvious benefits to the provision of some live interactive sessions during full lockdowns or in the case of a whole yeargroup having to self-isolate. There is also the potential for good use of live input when staff are having to self-isolate when the school itself is open.

### **The role that Teams and live input will have:**

- 1) In the case of a full lockdown or entire year groups being sent home:
  - a. There is no current requirement from the school for any subject teacher to solely deliver live interactive lessons for all timetabled sessions on the timetable. Live input has great value as a component of the wider comprehensive core offer of remote learning as outlined above, and it is essential that all members of staff provide timely, meaningful, appropriate and relevant work for students under their care. This may evolve if the situation or DfE guidance changes.
  - b. There will be a requirement for registration to take place on Teams and for form tutors to contact students to check on wellbeing or to ask about completion of work, depending on how long the closure lasted. This could be done via phoning but also via Teams, which is more secure and does not incur costs (use of personal mobile phones and withholding the number/ claiming any costs back was a method used by many during the first lockdown, but Teams would remove these issues)
- 2) In the case of a small number of students from a class self-isolating at home:
  - a. There is no requirement from the school for any subject teacher to offer live lessons or drop-ins for students at home, although some departments and teachers wish to do so as they feel it would benefit their students in their subject\*. This may evolve if the situation or DfE guidance changes.
  - b. All members of staff must, however, regardless of whether they choose to provide live input, provide timely, meaningful, appropriate and relevant work for students to access and complete remotely from home. Since October 22<sup>nd</sup>, this is now a legal requirement.
  - c. If teachers are allowing students to “attend remotely”, students should not be visible in one venue to those in the other. Only audio should be enabled. The teacher should position the camera so that it only faces the whiteboard/ screen or have the camera off and just share their screen.
- 3) In the case of a member of staff being absent from school and self-isolating (and well/ fit to teach):
  - a. We will now be moving towards the expectation of all teaching staff continuing to provide and deliver lessons (or parts of lessons e.g. the first 20 minutes of a lesson to set up an independent task) remotely from home via Microsoft Teams, which would then be projected into a school classroom and supervised by a member of staff.
  - b. If, on rare occasions, staff are unable to do this due to childcare issues, internet problems or other reasons, this should be discussed in advance with the DoS/ SLT line manager and an alternative found. This could be standard cover work or, if possible, recorded Powerpoints with voiceovers for the cover teacher to play to the student.
  - c. If a member of staff needs to borrow equipment on a short-term basis to facilitate recorded clips or live input from home because they are having to self-isolate, they should make IT aware

- of this immediately so that this can be provided if possible – this might require the arrangement of a colleague dropping it off if the teacher is having to self-isolate themselves, or them collecting it themselves from IT if they are having to look after a self-isolating child, for example
- d. When arranging cover, including live or recorded input in this situation, it is important to remember that the member of staff covering may be on a Curriculum Support period and, therefore, their role should be considered. Delivery of the lesson should not require input/management significantly above that of a normal cover lesson. KRo will arrange, with the absent member of staff and the cover teacher, arrangements for accessing Teams.

\*This would require notifying RHo, RCI and Ilr, so that we are aware of times and can update/ advise on procedure

### **Use of Teams/ Zoom for school and department meetings:**

- a) Teams/ Zoom will be the usual expectation for department meetings, staff meetings and other staff events, in order to limit the need for the gathering of significant numbers of staff in one area during the pandemic.
- b) Exceptions to this will only be allowed for meetings where the organizer feels that face-to-face contact is essential **and** where social distancing is able to be maintained. If social distancing is unlikely to be able to be maintained, the event must be split into smaller groups and separate rooms or, preferably, held online.
- c) The same expectations would apply to online meetings as in-person meetings; ideally, all staff would attend on time, where possible, and communicate in advance with their line manager and the meeting organizer if they were unable to attend.

### **Protocol for live input via Teams:**

- 1) Live input does not have to be a whole hour. It might be for as little as 15-20 minutes.
- 2) Live input does not have to be a lesson. It could be a scheduled drop-in session where students “attend” to ask questions about a topic. It could be simply using the Chat function of Teams at a pre-decided time.
- 3) Staff should be aware of how to safeguard themselves and students. This includes:
  - a. Avoiding sharing irrelevant or personal open tabs or documents when sharing your screen
  - b. Considering whether they wish to share their image on screen or just screen share documents e.g. Powerpoint. This should be safe in the context of staff self-isolating at home sharing their image (if they wish to do so) to a class in a classroom, supervised by a teacher, because students cannot do anything with the image. Staff are not required to share their face at all.
  - c. Ensuring that students do not show images of themselves, send inappropriate messages or say inappropriate things. The expectation, which will be shared with students and parents, is that cameras and microphones are muted as standard. Students may only unmute at the direction or invitation of the teacher (or the teacher may mute all students themselves and unmute students at their discretion). Students may turn their cameras on if teachers allow them to do so; however, no student should be forced to do so or singled out for choosing not to.
  - d. If staffing allows, having one person presenting and one moderating would potentially be useful, but it is not essential. In order to safeguard staff and maintain good order of any interactive live sessions with a number of students, there should either be two members of staff involved in any live input (except if teachers are self-isolating at home and on Teams in the classroom with another teacher supervising, as there is already another colleague present in person) OR live input should be recorded by a single teacher without a moderator.
  - e. If having a Teams call or conversation that is **not** on a Teams channel - for example, form tutors are using Teams to contact a student or their parents, or any member of staff is contacting an individual student without a colleague also present, this should be recorded
  - f. Before taking part in any live interaction with students or parents in their homes, parents will have been sent a home-school agreement. For example, this was sent to all parents and students

in January 2021 Rules should also be outlined to students at the start of a new class being set up and in the future as appropriate.

- g. Communicating with students (and parents) about expectations e.g. two strikes for inappropriate behaviour before removal is sensible if there are concerns around a specific class

### **Rewards and sanctions during remote learning period**

#### **Rewards:**

Students should continue to be rewarded for the work that they are engaging with and completing at home.

House Points for the following should be awarded:

- P1 - Engaging with live lessons, independent learning and Firefly
- P2 - Achieving with live lessons, independent learning and Firefly
- P3- Excelling with live lessons, independent learning and Firefly

Students will continue to receive praise from the pastoral teams for reaching specific numbers of house points.

#### **Sanctions and behavioural expectations of live lessons**

- Staff will set expectations and explain rules. Students need to know if microphones and chat is muted and what they can say / do if unmuted. If these functions are muted, then they need to know how they will ask a question (for example email a certain member of staff).
- In most cases, using the mute functions and a warning that if an offence is repeated the student will be removed, will be enough to ensure good behaviour. If staff wish to report this behaviour, referrals can be made on SIMs and Classcharts.

- **Misuse of Teams – available referrals:**

- **R1 - Inappropriate Behaviour**

- i.e. one or two silly responses to another student / liking a post

*The class teacher may want to email or ring home if necessary, but may also feel it has been dealt with.*

- **R2 - Disruption**

- Attempting to disrupt a lesson through posts in chat / email after a warning

*Class Teacher / DoS ring home*

*Monitored by pastoral for repeat issues*

- **R3 - Verbal abuse / significant disruption (effectively an 'oncall')**

- Disruption to the degree they are removed from the session (after a clear warning that they will be removed)

- Comments that are verbally abusive

- Situations where a student has to jump immediately to an R3

*Pastoral involvement and sanction depending on severity of issue*

*If removed twice in one day - banned for next day or 2 days = 4 L=lessons (same system as current - x 2 R3 in one day would equal INTEX).*

### **Referrals for lack of engagement**

- These are only to be used once per week and would be representative of the overall engagement with the online learning for that week i.e. a student may not have been able to access the Teams live lesson, but has completed their Firefly tasks and therefore does not require a referral.
- R1 - Low engagement with remote learning
- R2 - No engagement with remote learning

In the first instance, the teacher will follow up lack of engagement with an email / parental contact.

- If there is no further improvement with an individual student, the teacher will let the DoS and DoP know of their concerns. Additionally, lack of engagement will be monitored at a whole-school level, using house points and referrals data to do so.

### **Live interaction at Parents' Evenings and other parental events/ 1:1 consultations:**

For events involving parents or external people only, Zoom or other external programs may be more appropriate than Teams.

To enable social distancing to occur, these events will probably be conducted remotely, via Zoom or Teams. The expectation will be for consultations to be conducted in this method, with the use of waiting room functions to manage appointment times etc.

Staff should:

- follow the instructions given for the specific event (which will be given by the relevant member of the SLT or pastoral team)
- use school email addresses and accounts only
- dress appropriately and ensure that the background is blurred or neutral/ professional, with no family members or anything too personal visible

## **Home-school agreement for live input**

Students:

1. I agree to being ready at the correct time for my live session or to contact the relevant member of staff if I have a reason for not attending
2. I agree to not going on the internet (except for the session itself) or social media on my phone, laptop, tablet (or having any other distractions) while having my session
3. (Teams) I agree not to screenshot, record or otherwise store images, videos or sound clips of my session
4. (Teams) I agree not to have other people in the room when I am having my session, except for a parent or carer by agreement with them and the member of staff
5. (Teams) I agree to be dressed appropriately for a conversation with a member of staff and to use appropriate language while in my session
6. I agree that I will behave appropriately by following the teacher's instructions in all areas of the session, including messaging and interacting appropriately with the teacher and other students.

Parents:

7. I agree to making sure that my child follows the guidance in 1-6 as above and to contact school if I have any queries or concerns
8. I agree that I may only take part in the session if this is agreed with and arranged by the member of staff
9. I agree that I will find my child a quiet place to have their session, away from distractions and other siblings.
10. I agree that any live interaction may be recorded and stored securely on the school network

School:

11. We agree to offer your child the support that live interaction offers
12. We agree to follow safe contact procedures (location, dress, freedom from distractions etc.) as outlined above and to be available to discuss any concerns brought to our attention.

IF YOU (AS A STUDENT) OR YOUR CHILD (AS A PARENT) TAKES PART IN A LIVE SESSION, IT IS ASSUMED THAT YOU AGREE WITH THESE RULES.