



**MELBOURN VILLAGE COLLEGE  
STUDENT REMOTE LEARNING POLICY**

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Edition	Issued	Changes from previous
1	May 2024	New policy

Policies/Documents referred to in this policy	Post holders/ Persons named in this policy
<p>This policy <b>links to other school policies</b> on:</p> <ul style="list-style-type: none"> <li>• Child Protection and Safeguarding Policy</li> <li>• Data Protection Policy (Trust policy)</li> <li>• Special Educational Needs and Disabilities (SEND) Policy</li> <li>• Positive relationships policy</li> <li>• Accessibility Plan</li> <li>• Marking and Feedback Policy</li> <li>• Online Safety Policy</li> <li>• Health and Safety Policy</li> <li>• Attendance Policy</li> <li>• ICT Acceptable Use Policy</li> <li>• Staff Code of Conduct</li> <li>• Data and E-Security Breach Prevention and Management Plan</li> </ul> <p><b>Legislation and guidance relating to this policy:</b></p> <ul style="list-style-type: none"> <li>• Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.</li> <li>• Equality Act 2010</li> <li>• Education Act 2004</li> <li>• The General Data Protection Regulation (GDPR)</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013</li> <li>• Data Protection Act 2018</li> <li>• DfE (2020) 'Keeping children safe in education'</li> <li>• DfE (2019) 'School attendance'</li> <li>• DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'</li> <li>• DfE (2018) 'Health and safety: responsibilities and duties for schools'</li> <li>• DfE (2018) 'Health and safety for school children'</li> <li>• DfE (2016) 'Children missing education'</li> </ul>	<p>Head Teacher Governing Body Designated Safeguarding Lead SENDCo ICT Technicians Health and Safety Officer Teaching staff</p>

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## Statement of intent

At Melbourn Village College, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual student or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

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

## 1. Legal framework

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

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

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

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Relationships policy
- Accessibility Policy
- Marking and Feedback Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan

## 2. Roles and responsibilities

2.1. The **governing body** is responsible for:

- Ensuring that the school has robust risk management procedures in place. Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The **Head of School** is responsible for:

- Ensuring that staff, parents and students adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an **annual** basis and communicating any changes to staff, parents, and students.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Conducting reviews of the remote learning arrangements to ensure students' education does not suffer.
- Ensuring that on average a minimum of 4 hours of remote learning is provided per day of isolation.

2.3. The **Trust IT Manager** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **headteacher**.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Ensuring all staff, parents, and students are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

2.4. The **Senior IT Technician** is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for students to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the **SENDCo** to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

#### 2.5. The **DSL** is responsible for:

- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that students identified as being at risk are provided with necessary information and instruction, as required.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the **ICT technicians** to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the students are learning remotely, and liaising with the **headteacher** and other organisations to make alternate arrangements for students who are at a high risk, where required.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

#### 2.6. The **SENDCo** is responsible for:

- Liaising with the **ICT technicians** to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensuring that students with Education Health Care Plans (EHCPs) continue to have their needs met while learning remotely, and liaising with their line manager and other organisations to make any alternate arrangements for students with EHCPs and Individual Health Plans (IHPs).

- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the **health and safety officer** and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the safeguarding team and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to their line management.
- Reporting any defects on school-owned equipment used for remote learning to an **ICT technician**.
- Adhering to the **Staff Code of Conduct** at all times.
- Monitoring student conduct during live lessons.
- Ensuring that work is set in line with the curriculum time that would have been taught on site.

2.8. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child accesses and engages with remote learning, and that the schoolwork set is completed and submitted on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.9. Students are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they access their remote learning Monday - Friday and ensure that their schoolwork is completed and submitted on time and to the best of their ability.
- Reporting any technical issues to **their teacher** as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.

- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Positive Relationships policy and IT Acceptable Use Policy at all times.

### 3. Resources

#### Learning materials

- 3.1. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, refer to whole school expectations for remote learning (Appendix 2).
- 3.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- 3.3. Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning.
- 3.4. Teachers will seek to ensure where possible the programs chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support students with SEND.
- 3.5. Lesson plans will be adapted to ensure where possible that the curriculum remains fully accessible and inclusive via remote learning.
- 3.6. The school will review the resources students have access to and adapt learning to account for all students needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- 3.7. Work packs will be made available for students who do not have access to a suitable device – these packs can be **collected from school after prior arrangement with the admin team.**
- 3.8. Teaching staff will liaise with the **SENDCo** and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.
- 3.9. The **SENDCo** will liaise with staff to ensure appropriate support for students with SEND which will be unique to the individual's needs is provided.
- 3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.11. Students will be required to use their school-provided iPad for remote learning, as this allows the correct levels of access. As a fall-back students may have to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops. Contact the IT technician via



[office@melbournvc.org](mailto:office@melbournvc.org) if a school device is required to allow a student to access remote learning

- 3.12. For students who cannot access digital devices at home, the school will, where possible, apply for technology support through government funding.
- 3.13. Students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.14. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.
- 3.15. The arrangements for any 'live' classes, will be confirmed via Teams no later than **one day** before the allotted time and kept to a reasonable length of no more than **one hour** per session.
- 3.16. Live sessions must be within school hours.
- 3.17. The **ICT technicians** are not responsible for providing technical support for equipment that is not owned by the school.

#### **Costs and expenses**

- 3.18. The school will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, or council tax.
- 3.19. The school will not reimburse any costs for travel between students' homes and the school premises.
- 3.20. The school will not reimburse any costs for childcare.
- 3.21. For all school-owned equipment and leased equipment, the student and their parent will sign and adhere to the Technology Acceptable Use Policy and loan agreement form prior to commencing remote learning.

#### **4. Online safety**

- 4.1. This section of the policy will be enacted in conjunction with the Trust's IT and Online safety policy and the school's Child Protection and safeguarding policy.
- 4.2. Where possible, all interactions will be textual and public.
- 4.3. All staff and students using video communication must:
  - Live lessons should be recorded and made available to students who were not able to participate.
  - Communicate in groups – one-to-one sessions are not generally permitted, unless authorised by a member of the senior team

- If a member of staff wants to run a 1:1 live session for example with a sixth form student, permission should be sought through line management. It is important that the teacher makes contact with the parents to ask if they are happy with this arrangement. This contact should be logged on Go4schools for future reference. The member of staff should make their line manager aware of this session.
- If running live lessons, staff should:
  - Behave in a professional manner
  - Use appropriate language
  - Dress appropriately
  - Be in an appropriate space for the meeting (classroom). If staff decide to run the lesson from outside of school, their camera should only be turned on if they are able to blur their background.
  - Try to avoid interruptions etc.
- Staff should ask students to switch video cameras off and mute their audio, unless they need to speak.

Staff should keep their camera off and microphone muted until they are ready to start the live session. When running a “meet now” session there should be at least 2 students present.

4.4. All staff and students using audio communication must:

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

4.5. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCo and Safeguarding team, ensuring safeguarding practice is in place.

4.6. Students not using devices or software as intended will be disciplined in line with the Positive Relationships policy.

4.7. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

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

- 4.9. The school will communicate to parents via email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.10. During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
  - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
  - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
  - Direct parents to useful resources to help them keep their children safe online.
- 4.11. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

## 5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The safeguarding team, in collaboration with the year teams, will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm). This will follow the government's definition of vulnerable (CP, CiN, LAC, or were subject to an EHCP) and using our own parameters.
- 5.3. The Designated Safeguarding Lead will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning. The wider team team will make contact as follows:
- CP and LAC – everyday
  - CIN – twice a week
  - EHCP/Vulnerable students/all students – once a week

The team will also ensure that **all** other students are contacted once a week to ensure their safety and welfare.

- 5.4. Phone calls made to vulnerable students will be made using school phones where possible and will be logged on both the spreadsheet set up in the relevant Team folder and on Go4schools

5.5. The Designated Safeguarding lead will arrange for regular contact with vulnerable students as above, with additional contact, including home visits, arranged where required.

5.6. All home visits **must**:

- Have at least one suitably trained individual present.
- Be recorded on the relevant Home Visit form and then passed to the Safeguarding team
- Actively involve the student.

5.7. All contact with vulnerable students will be monitored by the Designated Safeguarding Lead

5.8. The safeguarding team will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working as required.

5.9. Vulnerable students will be contacted by the Designated Safeguarding Lead, the deputies, or an allocated member of staff – at regular intervals this arrangement will be set up by the Designated Safeguarding Lead prior to the period of remote learning.

5.10. All members of staff will report any safeguarding concerns to the Designated Safeguarding team or the Deputies in a timely fashion. Members of staff should refer to the process set out in the CP and Safeguarding policy.

5.11. Students and their parents will be encouraged to contact the Safeguarding Team if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. Parents should be reminded of how to do this prior to remote learning. The school will also signpost families to the practical support that is available for reporting these concerns.

## **6. Data protection**

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

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and students' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6. All contact details will be stored in line with the Data Protection Policy.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Students are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data Protection policy.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

## **7. Marking and feedback**

- 7.1. All schoolwork completed through remote learning must be:
  - Finished when returned to the relevant member of teaching staff.
  - Returned on or before the deadline set by the relevant member of teaching staff.
  - Completed to the best of the student's ability.
  - The student's own work.
  - Feedback may be provided via Teams and may be individual or class feedback format.
  - Work must be returned, either via Teams or included in their schoolbooks.
- 7.2. The school expects students and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Students are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone or email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with their line manager as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the **SENDCo** as soon as possible.

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

## **8. Health and safety**

8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

8.2. Teaching staff and ICT technicians will ensure students are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3. If using electronic devices during remote learning, students will be encouraged to take a five-minute screen break every two hours.

8.4. Screen break frequency will be adjusted to five minutes every hour for younger students or students with medical conditions who require more frequent screen breaks.

## **9. School day and availability to complete work**

9.1. Students will be present for remote learning Monday to Friday and suggested that it take place between 8.45 am and 3.00 pm with the inclusion of breaks and lunchtimes, suggested below.

9.2. Students will be set a minimum of 4 hours remote learning.

9.3. Lesson times will follow the standard school day, unless otherwise informed.

9.4. Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

9.5. Students who are unwell are not expected to be present for remote working until they are well enough to do so.

9.6. Parents/carers will inform the school no later than 8:30am if their child is unwell during the period of self-isolation. Parents/carers should ring the absence line so staff are aware of illness and to not follow up non completion of work. 'I' codes will be entered in the attendance register for the lessons of that day but the covid 'X' code will remain in AM/PM register.

9.7. The school will monitor absence and lateness in line with the Attendance.

## **10. Communication**

10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2. The school will communicate with parents via letter, email and the school website about remote learning arrangements as soon as possible.

- 10.3. The school leaders will communicate with staff as soon as possible via staff meeting or email about any remote learning arrangements.
- 10.4. Members of staff involved in remote teaching will ensure they have a working device that is available to take calls (via Teams) during their agreed working hours.
- 10.5. The school understands that students learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication should take place during school hours where possible.
- 10.6. As much as possible, all communication with students and their parents will take place within the school hours.
- 10.7. Students will have contact with school staff at least **once** per **week** in addition to the welfare calls that may be made as required. This may be assignment setting through Teams. Students are able to contact their teachers either by email or Teams posts during the school day.
- 10.8. Parents and students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.9. Issues with remote learning or data protection will be communicated to the students' teacher as soon as possible so they can investigate and resolve the issue.
- 10.10. The school will keep parents and students informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.11. The headteacher will review the effectiveness of communication and ensure measures are put in place to address gaps or weaknesses in communication.

## Appendix 1

### Remote Learning

If a student is unable to physically attend school, the school will implement provision for remote learning to ensure students never miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

#### 1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
  - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
  - DfE (2020) 'Adapting teaching practice for remote education'
  - DfE (2020) 'Guidance for full opening: schools'
  - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
  - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
  - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

#### 2. Teaching and learning

- 2.1 All students will have access to high-quality education when remote working.
- 2.2 Depending on the student's needs, remote education will be provided by teaching staff via Teams or by an external provider like Tute.
- 2.3 Teachers will ensure lessons and set work are inclusive for all students and can be adapted to account for the needs of disadvantaged students and students with SEND.
- 2.4 When teaching students who are working remotely, teachers will:
  - Set assignments so that students have meaningful and ambitious work each day.
  - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally. This is mostly in line as appropriate with the curriculum map for subjects.



- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
  - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
  - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
  - Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.
- 2.5 Heads of Department will monitor and quality assure the remote learning provision in their subject areas and ensure that lessons are relevant to the current schemes of work.
- 2.6 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 2.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 2.8 The school will ensure that students who do not possess a suitable device to take part in remote learning will be offered one.
- 2.9 Before distributing devices, the school will ensure:
- The devices are set up to access remote education.
  - Appropriate safeguarding controls and support are in place to help students and their families use the devices safely.
- 2.10 Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to students' homes, ensuring infection control measures are adhered to as part of this process.

### **3. Monitoring and review**

- 3.1 This policy annex will be reviewed in line with any updates to government guidance.
- 3.2 All changes to the policy will be communicated to relevant members of the school community.

## **Appendix 2**

### **Expectations on Live Lessons and Setting Work**

#### **A whole class or year group is self-isolating**

- Most lessons to be delivered as online live lessons.
- These lessons should be 60 minutes as per timetable below.
- Work should be set on Teams as normal if a live lesson does not take place.
- If a live lesson is not possible, staff are expected to be available via Teams for the entire hour to answer any queries about the work from students.

#### **An individual student is self-isolating**

- Work for individual students needs to be set online via Teams.
- Tasks may also be communicated via Go4Schools, in addition to above.

#### **Staff are self-isolating**

- Work for individual students who are self-isolating needs to be set via Assignments on Teams for Year 7 to Year 11.
- If appropriate, teaching staff can decide to deliver live lessons to their classes from their home environment. If such a live lesson takes place the class will be supervised by a cover supervisor.
- If no live lesson takes place, cover work needs to be set as outlined under section 8 in the cover policy.

#### **Staff illness during self-isolation**

Teaching staff to follow the guidance in the sickness policy.

#### **Lesson Times**

Lesson times will follow the standard school day, unless otherwise informed.

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## Appendix 3

### Staff guidelines for the delivery of live lessons via Microsoft Teams

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There are two possibilities to deliver live lessons to your classes:

Meetings scheduled via the calendar	Scheduled meetings are meetings that take place within a Class Team. The teacher will schedule the meeting within the Teams calendar and invite the students of a certain Class Team. The “Waiting in the Lobby” function is enabled by default. You must ensure that you do NOT turn this off. This function will prevent students from starting the meeting without a teacher present.
Meet now meetings	Meet Now are meetings that take place within a Class Team. The teacher will notify the Class Team that they will start a meeting a stated time. Students will not be able to join the meeting until the teacher has started it; they will also not be able to rejoin the meeting once it has been ended

#### Safeguarding protocol for live sessions with students

1. Schools will need to inform parents/carers in advance of their intention to run live sessions.
2. Live sessions should be within school hours as much as possible (or hours agreed with the school to suit the needs of staff) and where appropriate at the same time as a scheduled lesson.
3. Staff must show the expectations of students slide at the beginning of each live lesson.
4. Where possible share your power point presentation rather than your desktop as this allows the chat window to remain visible for monitoring during the lesson.
5. If running live sessions, staff should:
  - Behave in a professional manner,
  - Use appropriate language
  - Dress appropriately,
  - Be in an appropriate space for the meeting (classroom). If staff decide to run the lesson from outside of school, their camera should only be turned on if they are able to blur their background.
  - Try to avoid interruptions etc.
6. Staff should ensure that they do not share any sensitive data such as personal/school email, student information etc. if sharing their desktop. Good practice would be to only use the applications that are relevant to that particular session.
7. Staff should only use Microsoft Teams for live sessions with students, unless they have approval from the Head teacher / Trust Director of IT Strategy to use another platform and appropriate safeguarding risk assessment has taken place and is documented.
8. Staff should not accept students into a live session if they are using their personal credentials. Students must sign in using their school account.
9. Only the teacher or other approved member of staff should be hosting a live session. Do not join sessions that are hosted by students.
10. Staff should ask students to switch video cameras off and mute their audio, unless they need to speak.
11. Staff should keep their camera off and microphone muted until they are ready to start the live session. When running a “meet now” session there should be at least 2 students present

12. Staff should report any safeguarding incidents or potential concerns according to the guidelines set out in the school safeguarding policy.
13. If a member of staff wants to run a 1:1 live session for example with a sixth form student, permission should be sought through line management. It is important that the teacher makes contact with the parents to ask if they are happy with this arrangement. This contact should be logged on Go4schools for future reference. The member of staff should make their line manager aware of this session.

## Behaviour

Staff should report any behavioural incidents according to the guidelines set out in the school Positive Relationships policy and the students' guidelines for attending live sessions.

## Meet Now and Scheduled Meetings

These meetings are suitable for individual teachers aiming to reach one of their classes only. A meet now meeting is started by clicking on the camera icon at the very bottom of the post section within a Class Team. Once the meeting has started a "Join Meeting" button appears in the posts for all students within this class and they join the meeting by clicking this button. The latest Teams update made students *attendees* of live meetings by default. This means they can only share audio or video if the teacher purposefully makes them a *presenter*. All participants can use the chat function unless their chat has been muted. Only the presenter (teacher) can share their screen and mute attendees' microphone if need be.

For information on how to set up and start a meet now meeting, see this video:

<https://www.loom.com/share/1bf7b8997dc64d718845f6b4f966d489>

When running Meet Now meetings please adhere to the following:

- Assess the risks before you start the live session; be aware that students are able to, using other apps/platforms, communicate with each other, without you knowing, record video, take screenshots and distribute images or videos that have been adapted.
- Staff must not run meet now meetings on a 1:1 basis with students unless this has been approved by the Headteacher. An appropriate safeguarding risk assessment must have taken place and have been documented.
- Students who join live meetings must do so with their video and audio turned off. This should be stated to the students when the meeting is announced.
- Live meetings run for the whole class should be recorded and made available to students who were not able to participate. The recording needs to be enabled by staff after starting the meeting. To start recording, click on the three dots and afterwards on "Start recording".
- Once the meeting has finished, the recording is automatically saved in the Teams posts. The recording can be downloaded from there and stored in Teams files or on the CATalogue depending on who needs access to it. It is not possible to delete the recording from the Teams posts.
- Students who would like to ask a question should use the "raise your hand" function within teams. To ask their question they will have to click on the hand symbol and turn their microphone on. Everybody present in the meeting will hear their question and it will be recorded. This needs to be explained to the students at the beginning of the meeting.
- When ending the meeting, staff must click on the three dots and then on "End meeting for all" (not the red phone icon) to hang up.

- Each meeting should not be longer than 60 minutes.
- Staff can be visible in these meetings should they so wish. If doing so, staff should follow the **Safeguarding protocol for live sessions with students** mentioned in this document.

## Appendix 4

### Student guidelines for attending live sessions via Microsoft Teams

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These guidelines should be read in conjunction with the following policies: IT Acceptable Use Students and Remote Learning policy

- When attending an online teaching session, students must behave appropriately and respect the teacher and other students who may be attending. Students should continue to follow the expectations contained within the relevant behaviour policies of Melbourn Village College.
- Students and their parents/carers are responsible for making sure that the technology is used safely, responsibly and legally.
- Students should report anything that makes them feel uncomfortable or unhappy to a teacher or trusted adult.
- When attending a meeting arranged by the teacher with the Class Team, students must join with their **video and audio turned off**.
- The use of the chat function is for work related use only and will be monitored to ensure appropriate standards of behaviour.
- All live sessions will be recorded and made available to all relevant students to watch back.
- Students who would like to ask a question during a meeting should use the “raise your hand” function within Teams. This is achieved by clicking on the hand symbol. To ask their question students will have to turn their microphone on. Everyone present in the meeting will hear their question and it will be recorded.
- In a Teams Live Event, students can use the Question & Answer facility to send a question in writing. The question may remain private if it is specific to the student, or if it is relevant for everyone it may be published or discussed during the Event.
- Students will not make or distribute still images or recordings, video or audio of any live sessions. This applies regardless of whether permission is given or not by the participant. There must be **no** recording of sound, video or image, in any way.
- Students should only attend online teaching sessions to which they’ve been invited to by a member of staff.
- If attending an online teaching session, students must behave appropriately and respect the teacher and other students who may be attending.
- Students should understand that the school also has the right to take action against them if they are involved in incidents that contravene these guidelines or other school policies relating to acceptable student behaviour, when they are out of school or where they are involved with any member of the school community (examples would be cyber-bullying, use of images or personal information).

## Appendix 5

To be read in conjunction with following policies; Trust IT Acceptable Use Staff, Trust IT Acceptable Use Students, IT and Online Safety and individual school Safeguarding policy.

### Student Expectations

- Students and their parents/carers will be expected to take responsibility for the use of all IT related to schoolwork, making sure that the technology is used safely, responsibly and legally.
- Students and their parents/carers will be expected to take personal responsibility for their own e-safety. Advice and resources can be found on individual school websites.
- Students should not give out any personal details or arrange to meet someone online without the written permission of a parent, carer or teacher.
- Students should report anything that makes them feel uncomfortable or unhappy to a teacher or trusted adult.
- Students will not make or distribute, still images or recordings, video or audio of anyone involved **in any school activities**. This applies regardless of whether permission is given or not by the participant. There must be no recording of sound, video or image, in any way.
- Students may be asked by their school to upload a specific image, video or audio relating directly to their home learning that provides evidence of knowledge and understanding. In some schools this may be required to be agreed by the school and parent.
- Students should only upload images or videos to a specific location as directed by a member of staff.
- Students should use email responsibly and always be polite and respectful.
- For schoolwork Students should only use email or other messaging methods that are provided by the CAM Academy Trust.
- IT systems should not be used for bullying or harassing others or in a way that will bring the school into disrepute.
- Students working remotely should continue to follow the expectations contained within the relevant behaviour policies of their school.
- Students should only attend online teaching sessions to which they've been directly invited by a member of staff.
- If attending an online teaching session, Students must ensure that their video facility is off before entering the session.
- If attending an online teaching session, Students must behave appropriately and respect the teacher and other Students who may be attending.
- Students should understand that the school also has the right to take action against them if they are involved in incidents that contravene this policy or other school policies relating to acceptable Student behaviour, when they are out of school or where they are involved with any member of the school community (examples would be cyber-bullying, use of images or personal information).

### Staff Expectations

- Staff must not have 1:1 audio or video meetings with Students unless they have been approved with the Headteacher and an appropriate safeguarding risk assessment has taken place and is documented.

- Staff can be visible in any live lesson delivered online or in any resource that is pre-recorded i.e. a Loom or Screencast -O-Matic recording, if they want to. If doing so, staff should follow the expectations mentioned in this document.
- Staff must only communicate with Students and parents / carers using official school systems or systems that have been approved by the Headteacher or senior leadership team.
- Staff must not use personal emails or non-school sanctioned social media to carry out any contact with Students and parents.
- Any use of personal phones to contact parents or Students must be part of a school-sanctioned initiative and staff must use 141 to withhold their number, unless approved with the Head teacher and an appropriate safeguarding risk assessment has taken place and is documented.
- All communication will be professional in tone and manner.
- Staff should use school devices over personal devices wherever possible. If using personal devices, please use Trust approved web-based IT systems such as Office 365 or the CATalogue. Please ensure that personal details, such as usernames and passwords, are not saved on logon pages such as email, Go for Schools or Office 365.
- Staff must not engage in any on-line activity that may compromise their professional responsibilities or cause embarrassment to the school or the Trust.
- All staff communications should be within school hours as much as possible (or hours agreed with the school to suit the needs of staff).
- Staff will not use systems outside of Trust approved IT environment, without seeking approval from the Head teacher and Trust Director of IT Strategy and an appropriate safeguarding risk assessment has taken place and is documented.
- If attending online meetings with colleagues' staff should endeavour to:
  - Behave in a professional manner,
  - Dress appropriately,
  - Be in an appropriate space for the meeting or blur backgrounds,
  - Try to avoid interruptions etc.
- When planning online activities staff should consider carefully
  - Student access to IT and internet,
  - Home internet content filtering systems,
  - Bandwidth demands of the work being set,
  - Costs that may be incurred by parents/carers when Students are accessing work, ie video streaming or downloading resources,
- Staff should report any behavioural incidents according to the guidelines set out in the school behaviour policy.
- Staff should report any safeguarding incidents or potential concerns according to the guidelines set out in the school safeguarding policy.



## Appendix 6 - Live Lessons with teacher in school and a whole teaching group at home

### Announce the live lesson in the Teams posts.

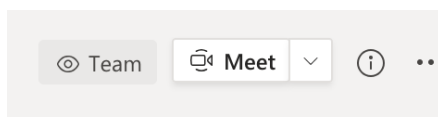
The first time you might like to explain how to join:

"To join, go to the posts section of the xxx Team (the same place you are reading this message now). Once the meeting has started, a "Join" button will appear in the posts. Clicking on this button will allow you to take part in the meeting. When you join, you will be asked to wait in the lobby. When I admit you to the meeting, please join with your audio and video turned off."

You can also schedule a meeting / lesson in the calendar.

### Start the meeting

Click on "Meet" (see picture)



Students who would like to join will be asked to wait in the lobby. When you are ready you have to admit them to the meeting. Please check that you only admit students who belong to the class you are offering the live lesson for.

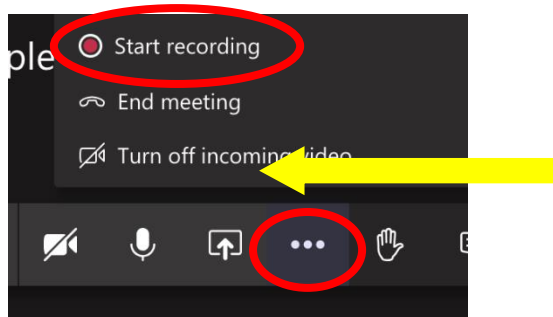
The Wait in the Lobby feature is further explained [here](#).

### What to explain to students before you start

- Remind students to have their camera and microphone turned off.
- Show students the "Remote Learning for Students" slide and go through the expectations.
- Explain the "Raise Hand" function. Tell students that everybody will hear their question if they choose to use the function.
- Offer students to use the chat function to ask a question if they prefer and you are happy for them to do so.
- Explain to students that you are going to record the lesson so the lesson can be made available to watch back in the future.

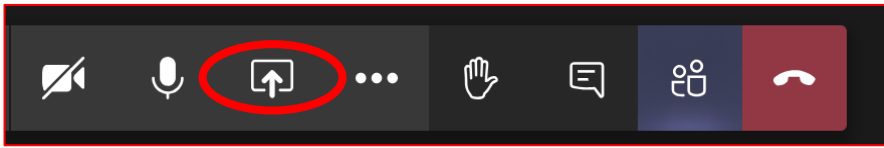
### Start recording

- Click on the 3 dots
- Click on "Start Recording"



## Deliver your lesson

If you need to share a document, use the "Share" function.



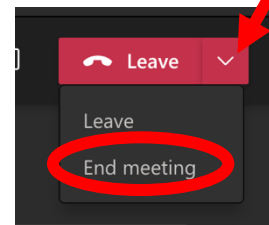
Ensure the document you want to share is open. When you click the share function you should see all open documents. Click on the relevant one.

## Attendance

Before you end the meeting, please download a list of attendees and email it to Tracey Williams. Click [this link](#) to find out how to download the list. The list will be saved into the Download folder.

## End the meeting

- Stop the recording
- Ask students to leave the meeting. Wait until they have all left.
- Click on the arrow next to Leave and then on "End Meeting".



## Live Lessons when a student joins a lesson virtually but the lesson happens in school

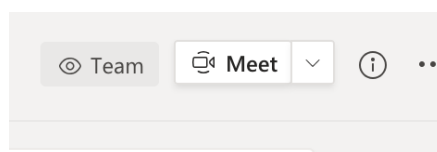
### Announce the live lesson in the Teams posts.

The first time you might like to explain how to join:

"To join, go to the posts section of the xxx Team (the same place you are reading this message now). Once the meeting has started, a "Join" button will appear in the posts. Clicking on this button will allow you to take part in the meeting. When you join, please do so with your audio and video turned off."

## Start the meeting

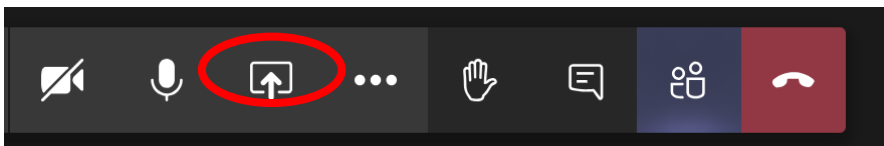
Click on "Meet" (see picture)



If the student is on Teams, they should see a "Join" button. When they are trying to join they are asked to wait in the lobby and you have to admit them. The Wait in the Lobby feature is further explained [here](#).

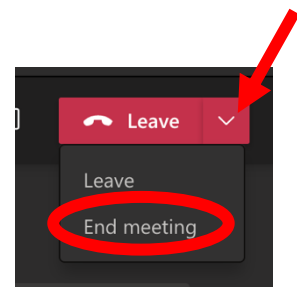
### Teach the lesson

- Start teaching your lesson. If the student has joined remotely, share your teaching resources via the "Share" function
- Project Teams in the classroom for the students in school to see.
- The student working remotely will see the lesson resources on her Teams screen.
- Explain to the student at home to use the "Raise Hand" function if they would like to participate or ask a question.



### End the meeting

- Ask students to leave the meeting. Wait until they have all left.
- Click on the arrow next to Leave and then on "End Meeting".



### Teacher is self-isolating and joins their class virtually

- Teacher calls the cover supervisor who is covering the lesson via Teams or vice versa.
- Teacher ensures the camera is off and the microphone is on.
- The cover supervisor projects their Teams screen in the classroom.
- Teacher shares their lesson resources via Teams and leads the lesson.
- The cover supervisor needs to connect their laptop to the speakers, so the students can hear the teacher (unless their laptop speakers are very powerful)
- It is not necessary to record these sessions.

## **Appendix 7**

### **Top Tips when delivering live lessons**

Adding Teaching Assistants

Microphone not working

Recording the meeting

Attendance

Expectations

Screen sharing / chat function for remote live lessons

Sharing your screen & PPT presentation:

Taking Polls during Teams meetings

Use 2 devices to monitor chat

Wait in the lobby

## Adding Teaching Assistants

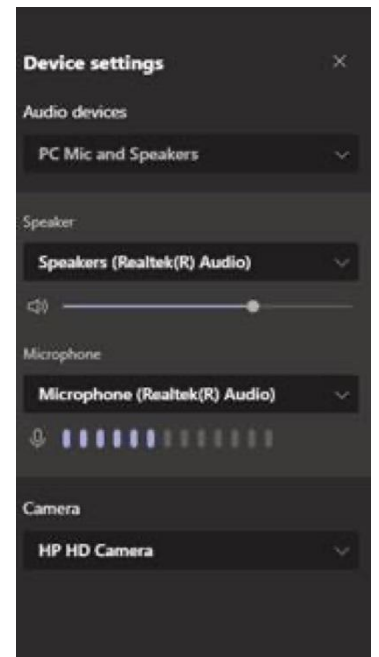
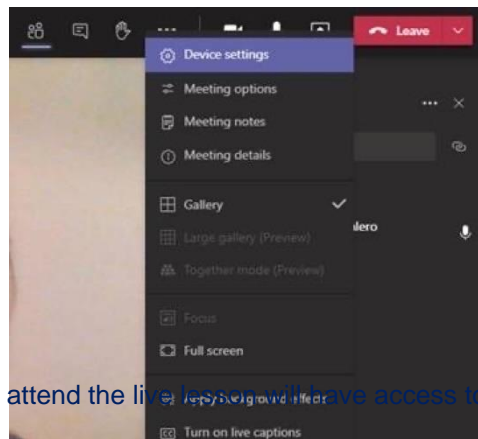
Please add all TAs who work with pupils in your class to your class team. Go to the class team, move your cursor over the square in the top left corner. Click on this, then the little picture with 2 people. then 'add member', then add the TA. The default is a 'member'; use the drop down arrow to change to 'owner'.

## Microphone not working

Step 1 - Click on the three dots next to 'raise hand' icon

Step 2 - Click on device settings

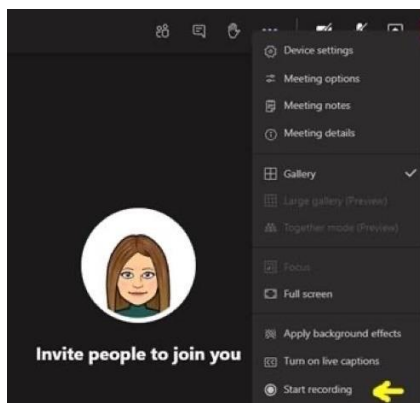
Try changing the speaker/microphone. Users have encountered this issue on several occasions with Teams.



## Recording the meeting

This will mean students who do not attend the live lesson will have access to the meeting recording.

1 Click on the three dots next to 'raise hand' icon. The option "start recording" is at the bottom:



The recording will be saved automatically once the meeting is finished and posted in the Teams 'posts' tab.

## Attendance

Before you end the meeting, please download a list of attendees and email it to Tracey Williams.

- Click 'show participants' at the top.
- Click on the 3 dots at the top of the participants bar.
- From the dropdown click 'download attendance list'.

This then sends a spreadsheet of attendance into your own downloads folder. It shows you what time the pupils joined as well as left.

## Expectations

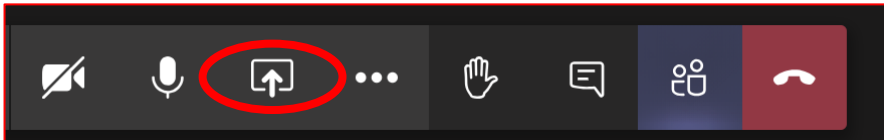
At the beginning of each lesson do explain your expectations to pupils:

- Remind students to have their camera and microphone turned off.
- Show students the "Remote Learning for Students" slide and go through the expectations.
- Explain the "Raise Hand" function. Tell students that everybody will hear their question if they choose to use the function.
- Offer students to use the chat function to ask a question if they prefer and you are happy for them to do so.
- Explain to students that you are going to record the lesson so the lesson can be made available to watch back in the future.
- 

Please do consider what your learning intentions are and use whichever method is most effective for this, be it whole class or group teaching, a power point with voiceover, independent learning with you available for Q&A, etc. **There is no expectation to use one particular method.**

## Screen sharing/chat function for remote live lessons

- If you need to share a document, use the "Share" function.

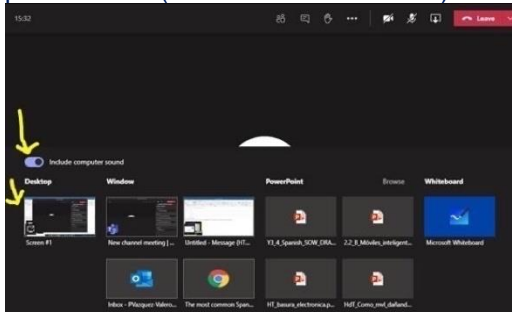


- If you open up the chat function first, and then select 'PowerPoint' rather than 'desktop', it is possible to have chat and PowerPoint showing at the same time.
- It's a good idea to have a paper copy of a PPT printed out before the lesson so that you can see on paper what is coming next – this might be worth trying, as managing a PPT, leading the lesson and looking at the chat requires a huge amount of skill.

## Sharing your screen & PPT presentation:

- Share Desktop: You will have quite a few options here, the best one being "Desktop" as this allows you to move from one app to another (and you probably want to do this if you're using OneNote and Quizlet for a part of the lesson). This means students can see EVERYTHING you do in your laptop so I suggest you close any apps that might contain sensible information (Outlook, etc), and that you only have ready the ones you will be using for your lesson (the PPT presentation, OneNote and Teams).

- Select “Include Computer Sound” to ensure they can hear any audio embedded in a PPT presentation (or the Quizlet live tune!).



## Take Polls during Teams Meetings

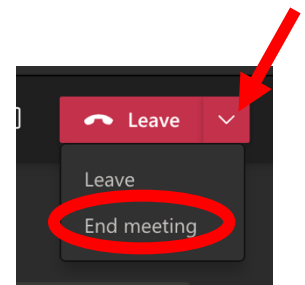
You can quickly run a poll during your Teams meeting, either prepared beforehand or created on the fly. This is a great way to gauge progress as you go along and the results are held in Microsoft Forms and exportable to an excel Spreadsheet.

[Watch a quick instructional YouTube video here](#)

- Consider printing off a seating plan so that you can see the pupils’ names readily in case you need/want to ask individuals questions etc.
- Consider checking at other points that pupils are all still present.
- Consider creating pages in the collaboration space of the notebook for paired or group writing and sharing.

## End the meeting

- Stop the recording
- Ask students to leave the meeting. Wait until they have all left.
- Click on the arrow next to Leave and then on “End Meeting”.



## Use 2 devices to monitor chat

This could be an iPad or your phone. You will have to join the meeting in both your laptop and the device you have chosen and use the second device to monitor students’ contributions. There are likely to be students whose microphone will not work...

You can also nominate a student in the class to be in charge of monitoring the chat.



Until now, there hasn't been a way to fully control who gets to be in your Teams meetings if they're logged in with their school account. This has now changed with the 'Wait in Lobby' feature, and in the following little video shows you how to use it. <https://web.microsoftstream.com/video/ec811a8b-6b76-4394-b9ea-edeebaacfb86>

## **Webinars on remote learning**

<https://catrustorg.sharepoint.com/:f:/r/sites/COM-Home/Middle%20Leaders/Shared%20Documents/Curriculum/Self%20Evaluation%20and%20Development?csf=1&web=1&e=o2R12z>