



Gateacre Covid-19 Remote Learning Policy 2021-2022

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Introduction

1. COVID-19 presents a risk of significant disruption to the operation of our school. We adhere to the local and national measures and directions from Public Health England. If a staff member or student is required to self-isolate because they have COVID-19 symptoms, or because of contact with a positive case, they will be absent for two weeks. It is likely that some students and staff may have more than one period of self-isolation during the year.
2. Under the Coronavirus Act (2020) the Government has issued a Temporary Continuity Direction placing a legal duty on all state-funded schools to provide remote education for children who are unable to attend school due to COVID-19.
3. Access to continuous high-quality education is the right of all our students and the provision of remote education is a key aspect of our school improvement strategy.

Aims

4. To ensure that all students have access to high quality teaching when they are learning off site.
5. To ensure that all students have appropriate resources to support their learning.
6. To support all staff through the provision of good professional development to enable them to teach students who are learning at home and those who are learning in school simultaneously.
7. To enable staff who are isolating at home to teach students in school and elsewhere.
8. To ensure that students' online learning takes place within a safe environment.
9. To ensure that students' learning is delivered in a way that takes account of their age, stage of development and any additional needs.
10. To support parents as valued partners in their children's education.

Who is responsible for this policy?

11. The Governing Body and senior leadership team has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Definitions

12. **Simultaneous learning or hybrid learning:** teaching model in which the teacher is in the physical classroom teaching students face-to-face while teaching others 'live' online at the same time.
13. **Flex learning:** teaching model in which the teacher is in a location other than the physical classroom (such as at home). The lesson is live streamed to an interactive whiteboard in the classroom where students are being taught. Some students may also be accessing learning from home.
14. **Fully online learning:** teaching model in which the teacher/s and students are dispersed and all are joining the lesson online from different locations. This could be because they are all self-isolating or because there is full lockdown.
15. **Synchronous learning:** real-time teaching and learning, either online or face-to-face.
16. **Asynchronous learning:** online learning without real-time interaction.
17. **Flipped learning:** classroom and homework activities are switched: conventional content delivery is moved to a pre-session task for students to complete. Lesson time is then freed up for more one-to-one support and exploration of misconceptions.
18. **Blended learning:** combination of face-to-face teaching and online learning, blended together.

Equipment

19. The school's learning platform is MS Teams.
20. In classrooms/ teaching rooms, teaching staff are provided devices (interactive whiteboards, desktop computers).
21. In the event of simultaneous teaching, all students will be able to see the content being delivered by the teacher.
22. Staff will be provided with laptop facing board (not class) to allow student to hear teacher and see whiteboard without interruption.
23. Students working from home require access to a laptop with functioning microphone and speakers.
24. Students may require a camera (such as on a smartphone) to photograph and upload work completed onto MS Teams.

General principles for remote learning

25. Every effort will be made to ensure that curriculum quality, breadth and balance are not sacrificed where students are required to learn remotely. The school's schemes of learning will continue to be delivered.
26. Remote learning will follow the normal school timetable. Students need learning routines and consistent expectations when working at home. Every effort will be made to ensure equality of curriculum provision and continuity between students learning at school and those learning at home.
27. The principles and qualities underpinning effective teaching and learning are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom. The Gateacre Teaching Framework (TEEP, Rosenshine's Principles, Lemov techniques) defines these characteristics and is applicable in simultaneous, flex and fully online models.
28. Online learning will be complemented with academic resources to support students' acquisition of knowledge and consolidation of skills.
29. All classes in all subjects will have a dedicated MS Teams site.
30. Teachers who are self-isolating (but well) will teach via MS Teams to students in school or at home.
31. In the situation where some students are learning at home but the rest of the class is in school, simultaneous learning will enable the delivery of the same lesson, irrespective of where students are physically based.
32. In the event of full lockdown, all students will access a mixture of asynchronous (pre-recorded videos, worksheets, text books) learning and online synchronous (live) learning via MS Teams.
33. School will make appropriate use of high-quality resources, such as those produced by Oak National Academy, BBC Bitesize etc. These will be used judiciously to complement the school's schemes of learning, not to replace them.
34. Teachers will assess students' remote learning in appropriate ways. Depending on the nature of the work that students are completing, some assessment may be immediate, such as through the use of the chat function in MS Teams. Low stakes quizzes created using Microsoft Forms, or similar applications, may also be used. MS Teams Assignment and One Note are helpful tools that may be used for feedback and assessment. Students are entitled to receive high quality developmental feedback, irrespective of whether they are learning remotely or in class. The school's feedback and assessment policy applies in both contexts.
35. Where a student has SEND, appropriate differentiation will take place. This may involve setting alternative tasks, using supplementary resources and, where appropriate, using LSAs to assist the student during synchronous (live) online learning. Microsoft Learning Tools may also help teachers to meet the needs of students with SEND.
36. Opportunities for pause points need to be built into a student's remote learning day, just as they are during a day in school.

37. Staff will maintain contact with all students who are self-isolating to check on their learning and wellbeing. As a minimum this contact will be made at least once per week by the head of year, a teacher or a teaching assistant. A triage system will be used to identify students who may need more regular checks to be made. The school will maintain a schedule identifying which students are to be contacted, by whom and when.

Mechanics of online learning

Access

38. School will conduct an initial audit to ascertain which students do not have a device or connectivity.
39. The parents of any students joining the school will be asked to confirm their home broadband access and availability of a laptop on which their child can access lessons.
40. Parents will be asked to notify schools if there are changes to their home IT provision.
41. Where students do not have a suitable device, every effort will be made to provide them with the necessary equipment, if available.
42. All students will be issued with MS Team login details for every subject. This will take them to the lesson that they are to join, at the same time that they would access it following their standard timetable.
43. Teachers will upload resources to the MS Teams sites for each of their classes. This may include links to resources such as those provided by Oak National Academy, BBC Bitesize, Bedrock, Hegarty Maths, Tassomai and others. Any resources that are recommended will be quality assured by the school to check that they complement the school's schemes of learning and enable progressively sequenced learning.
44. Students' work should be recorded on paper, photography, scanned via smart phone or iPad or using or digitally using tools such as One Note notebook, depending on the nature of learning.

Simultaneous learning where student(s) are self-isolating and learning from home, but the rest of the class and teacher are in school

45. Students will dial in daily to access their lessons.
46. Students will follow their normal timetable. They will be issued with the login details of their lessons. Punctual attendance is expected.
47. The teacher may choose to use a headset with microphone to deliver the lesson. This has the advantage of blocking out background noise for the 'remote' student and helping to maintain a safe environment.
48. The teacher will welcome the student(s) who are learning remotely at the start of the lesson. During the lesson, care will be taken to have the camera facing the teacher's screen/whiteboard/working area rather than the class. This enables the student at home to see the modelling that the teacher is undertaking so that they are receiving the same input as the rest of the class. For some aspects of work, it may be necessary for the teacher's face to be visible to support students' learning.
49. The 'remote' student will be able to see documents, text, PowerPoint presentations and models shared by the teacher via visualizers, on their own screen.
50. The teacher will deliver full class input and then mute their microphone (either on them or on laptop) when the class are carrying out tasks. They may also switch off the camera when the students are working independently.
51. The teacher, as part of their monitoring, can unmute their microphone (see 50) and privately ask the 'remote' student a question.
52. Each time the teacher addresses the whole class, they will unmute their microphone (see 50).
53. It is for the teacher to decide at what points during the lesson students' cameras should be switched on or off.
54. Teachers may decide to use the MS Teams 'chat' function during lessons, enabling the 'remote' student to ask the teacher a question. The teacher will monitor this throughout the lesson.
55. The 'remote' student may record their work electronically or in a physical workbook. If the work is recorded electronically, it can be uploaded into MS Teams. If the work is completed as a hard

- copy, it can be photographed and shared on MS Teams or returned to school by arrangement.
56. Students who are receiving remote teaching via simultaneous delivery will receive regular phone calls (at least once per week) by a staff member to check on their progress and wellbeing.
 57. Further checks on wellbeing may be considered using digital tools, such as MS Forms, as appropriate.

Flex learning where the teacher is self-isolating and teaching from home. Students are learning in the physical classroom and some may also be self-isolating

58. The teacher will deliver the lesson via MS Teams. This is shown on a large screen in the classroom. The students will work in the classroom / other teaching space, supported by the teaching assistant and/or other available staff who will manage behaviour and support the setting up of technical equipment.
59. The teacher is responsible for setting up the lesson as a meeting and inviting students to join. This will enable students to share the teacher's screen. The teacher needs to arrive punctually in order to welcome the class.
60. The teacher should use their camera and microphone effectively to ensure that all students can access their lesson fully. The lesson should start with a greeting to the class to re-establish the relationship. The teacher can choose a suitable background in MS Teams (either blurring the background or selecting a suitable alternative) so that their home is not visible to the students.
61. Microphones will be muted in the classroom unless a student is giving a response to a question or the teaching assistant or other staff member is providing feedback to the teacher.
62. It is for the teacher to decide at what points during the lesson students' cameras should be switched on or off.
63. The cover supervisor/supply will ensure that students remain on task and will distribute resources etc.

Fully online teaching where the year bubble are at home self- isolating

64. The teacher will deliver lessons online via MS Teams either synchronously (live, face-to-face lessons) or asynchronously (pre-recorded lesson, worksheet/task set in MS Teams Assignments etc.).
65. Lessons will take place in accordance with students' normal timetable and punctual arrival is essential.
66. A typical lesson will include a blend of direct inputs from the teacher and tasks that students will complete independently themselves. The balance of activities will ensure that students do not spend too much time on screen.
67. All students will be muted during teacher input but they can be 'cold called' to share their ideas with the rest of the class.
68. It is for teachers to decide if and when they wish students' cameras to be switched on and off during the lesson and only if appropriate to the learning.
69. Students may be assigned to team rooms for structured discussions with their peers. The teacher is able to visit the team rooms to check on progress (TBC).
70. The 'chat' function can be used for students to ask questions or share their ideas.
71. Students who are receiving remote teaching will receive regular checks (at least once per week) by a staff member to check on their progress and wellbeing.

Staff roles and responsibilities

72. Roles defined below are specific to the remote learning context
73. The **Headteacher** is responsible for:
 - ensuring that staff, parents and students adhere to the relevant policies at all times
 - ensuring the wellbeing of staff, taking cognisance of the demands of remote teaching

- ensuring that staff adhere to the security of remote learning systems, including data protection and safeguarding considerations
- 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 maintaining review of the effectiveness of remote learning arrangements to ensure students' education does not suffer.

74. The **DHT & MS Teams Champions** are responsible for:

- arranging any additional training staff may require to support students during the period of remote learning/providing advice to staff on digital pedagogy.

75. **Subject leaders** are responsible for:

- supporting the work of teachers in their subject by providing advice as necessary on how learning can be adapted to the remote environment.
- ensuring that resources to support schemes of learning are readily accessible.
- ensuring that schemes of learning are being followed and that there is alignment between the learning being undertaken by students who are learning remotely and that of their peers who are learning in class.
- monitoring the quality of remote learning in their subject.

76. **Class teachers** are responsible for:

- reminding students about online safety and ensuring that protocols for safe working are followed.
- maintaining the usual timetable, curriculum and content, with any adaptations not being at the expense of ambition, breadth or continuity.
- teaching in a way that provides high quality learning and equality of opportunity for students, irrespective of whether they are learning in class or remotely
- assessing students' work and providing students with appropriate developmental feedback.
- deploying learning coaches/ teaching assistants appropriately to support teaching and learning.
- identifying students requiring additional support and making these a priority
- uploading resources to MS Teams.
- maintaining a record of students' engagement with live learning when they are studying remotely and liaising with Head of Year to determine follow-up action that may be necessary.
- conducting and agreeing a risk assessment with the DSL and SENDCO in the event that one- to-one teaching is required.

77. **Heads of Year** are responsible for:

- monitoring attendance and engagement of students who are learning remotely in their year group, in every scheduled lesson.
- liaising with technicians and class teachers as appropriate to resolve issues that arise.
- phoning parents if a student does not engage with a lesson that they should be attending remotely.
- identifying any patterns of non-engagement (such as failure to attend lessons in a particular subject) and working with the student and class teacher to resolve.
- encouraging and motivating students learning remotely by devising and contributing to the schedule of phone calls home. (Each self-isolating student should be contacted at least once during the week. Phone calls may be made by heads of year, subject teachers, senior leaders, LSAs as appropriate).

78. The **Designated Safeguarding Lead (DSL)** is responsible for:
- ensuring that daily check-ins occur with identified vulnerable students and families, where this level of intervention is appropriate.
 - liaising with staff to identify any concerns and follow up with phone calls home
 - overseeing concerns and checking that they are appropriately documented
 - liaising with and supporting the SENDCO as appropriate.
 - liaising with the Headteacher and IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
 - conducting and agreeing a risk assessment with the class teacher and SENDCO in the event that one-to-one teaching is required.
 - identifying vulnerable students who may be at risk if they are learning remotely
 - ensuring that child protection plans continue to be implemented while the student is learning remotely, and liaising with the Headteacher and other organisations to make alternative 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.
79. The **SENDCO** is responsible for:
- liaising with the IT technicians and DHT 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 EHCP plans continue to have their needs met while learning remotely.
 - identifying the level of support or intervention that is required for students with SEND to enable them to learn remotely.
 - identifying specialist software packages to support individual students.
 - ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.
 - conducting and agreeing a risk assessment with the class teacher and DSL in the event that one-to-one teaching is required.
80. **Learning support assistants** are responsible for:
- supporting students with learning, remotely.
 - supporting the teacher with marking and feedback (as directed by the teacher).
 - supporting the teacher with virtual lessons (as directed by the teacher).
 - contacting students if not engaging with learning.
 - making daily phone calls to assigned students to check on their welfare (as directed by the teacher / SENDCO).
81. The **IT technician** is responsible for:
- overseeing and supporting the setup of the MS Teams infrastructure in school
 - ensuring that all school devices used for remote learning have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

- ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required.
- working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.
- supporting staff who are logging into MS Teams from home, as required.
- supporting any students who are having technical problems with their hardware or software.

Staff training

82. The DHT & Teams Champions are responsible for assessing training requirements of staff, supporting their development and accessing central training where required.
83. All staff receive induction and training to enable them to deliver online lessons. This includes, at the most fundamental level: MS Teams, MS Forms (TBC), MS OneNote (TBC).
84. Director of T&L, will lead on the development of the online library of training materials to meet the needs of staff who are further developing their online pedagogical skills. As well as accessing these materials directly, staff can request direct support from the MS Teams Champions.
85. All staff are required to read and uphold a staff code of conduct for online teaching (see appendix 1).

Student training

86. Students will need a laptop with microphone and speaker facilities to access remote learning.
87. Students will be inducted on the use of MS Teams.
88. Students will need their school email address and password in order to join MSTEams lessons. These should be memorised by students. Teachers will point out that any errors in transcription will prevent them from accessing the site.
89. DHT & MS Teams Champions will provide appropriate training and resources via website on [Gateacre 'How to' Remote Access Help Page](#)

Working with parents

90. Parents may have anxieties about their children's self-isolation, particularly if the child or other family members are symptomatic, clinically vulnerable or have tested positive for COVID-19. Maintaining a strong relationship with parents will be a significant factor in ensuring the success of remote learning.
91. Parents will be informed in writing about the duration of their child's self-isolation. They will also be informed about how to access MS Teams or other sites, where appropriate. Parents and students will be given a lesson timetable by the school.
92. Parents will be provided with a brief guide to home learning. As well as explaining the basic functions of MS teams, this guide reminds parents of the damage that can be done by concerns expressed via social media rather than resolved in partnership with the school.
93. A code of conduct outlining basic expectations will be provided for parents to read and uphold (appendix 2).
94. The school will provide parents with individual support accessing MS Teams if this is required.
95. The school will maintain regular contact with any students who are self-isolating via phone calls home, at least three times per week.

Behaviour and pastoral care

96. Students who are self-isolating need to feel that they are part of the school community. Retaining the structure of the school day for learning at home will go a long way to ensuring this continuity.
97. Assembly is a focal point for the class or school community. Joining assembly remotely will give students an important sense of belonging.
98. Where students are self-isolating, the appropriate codes should be used in the school register. The X code ¹ is particularly relevant to the COVID context and resulting self-isolation.
99. Accurate and timely completion of registers will ensure that students who should be learning remotely are swiftly identified and included in lessons.
100. Teachers will make checks on students' attendance at all online lessons. The school will contact parents if students have not joined sessions to ascertain reasons and offer support in finding solutions. Attendance of self-isolating students is essential in order that they access the full sequenced curriculum and make good progress.
101. The requirements for online behaviour (using the chat function courteously to express ideas, being punctual to lessons, joining in when asked to respond, and working hard) will be discussed with students.
102. All students will be asked to abide by a code of conduct relating to remote learning (appendix 3).
103. Students will be encouraged to let staff know if they have a problem with which they need help.
104. The positive rewards culture that school maintains during 'normal' times will continue when students are learning remotely, so that good behaviour and embodiment of the Gateacre values (PH²) is recognised.
105. The school's safeguarding policy and procedures continue to apply when students are learning remotely.

Online safety

106. Online safety is a matter of paramount concern. The following points made in relation to online safety during remote learning should be considered in conjunction with the school's ICT Acceptable Use Policy.
107. Students should be directly taught practical online safety techniques in age-appropriate ways throughout their school lives.
108. Key considerations for online safety when planning remote learning are to be applied with regard to video and audio delivery to ensure that students and staff remain safe at all times.
109. Lessons will be planned for teaching to groups or classes. The SENDCO and senior leaders will determine whether elements of remote learning may be delivered individually to students. Where this is the case, care will be taken to ensure that there is no potential breach of safeguarding protocols. A risk assessment will be agreed by the class teacher, DSL and SENDCO in the event that any online one-to-one teaching will take place. A separate risk assessment is required for each child who receives such teaching. This provision must be carefully monitored. If a student who is subject to a child protection plan is to receive online one-to-one teaching, a chaperone should be provided, or if that is not possible, a member of staff will visit during the session.
110. Staff should wear suitable clothing for lessons, as should students and household members in the event that cameras are to be used. If students wear inappropriate clothing, they should be asked to switch off their cameras and the matter should be discussed with them outside the lessons. Appropriate backgrounds should be selected by any staff or students who are on camera and joining lessons from home.
111. Staff and students should always use appropriate language during online learning, as should others in the household who may be audible.
112. The same high standard of behaviour expected in school also applies online. Courtesy includes the 'chat' function responsibly and avoiding any comments that could cause offence. Students should indicate they require attention by using the MS Teams facility to raise their hand.

113. Students must follow teachers' directions with regard to the use of hardware and software. The school's behaviour policy will apply to any student who does not use equipment responsibly. In the case of particularly poor behaviour, the teacher will remind the student of the required behaviour. If behaviour persists that interferes with the learning of other students, or is a safeguarding risk, the teacher can remove a student from an online session and refer them to the Head of Year to be addressed via the school's behaviour policy.
114. No material should be recorded, stored, or distributed without the permission of the Headteacher. Teachers may record and share some of their own delivery, for instance phonics input sessions or story time. This delivery must not include interactions with students. The recording of lessons by students or families is forbidden.
115. When delivering from home, teachers should ensure that they have a stable connection to avoid disruption to lessons. Families should be encouraged to do likewise.
116. Staff should remain aware that they are visible whenever their camera is switched on and audible whenever their microphone is unmuted.
117. The school will ensure that all school-owned equipment and technology used for remote learning can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
118. The school will communicate to parents 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, such as ensuring that their internet connection is ensured.
119. The school will encourage parents to set age-appropriate parental controls on family-owned devices and internet filters to block malicious websites and will direct parents to resources to help them keep their children safe online.

Risk assessment

120. The school has undertaken a risk assessment in relation to remote learning and reviews its control measures termly.

Data protection

121. This policy should be read in conjunction with the school's Data Protection Policy.
122. Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their work at all times.
123. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote teaching and learning.
124. Any data that is transferred between devices will be suitably encrypted.
125. Parents' and students' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
126. Paper copies of contact details will not be taken away from the school premises.
127. Students are not allowed to let their family members or friends use school-owned equipment. It is provided solely for the purpose of students' learning.
128. Any breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or Disciplinary Policy.
129. Live lessons should be recorded so that students can revisit them, these lessons will be stored correctly and only used for students in the year group where the lesson was filmed. These recordings can be retained for one year and then destroyed.
130. If teachers film high quality input as a teaching resource, these materials will also be correctly stored and may be retained for up to four years.

Appendix 1: Staff code of conduct for online learning

Staff Code of Conduct – Online Learning

The Gateacre Teaching Framework (TEEP, Rosenshine's principles and Lemov techniques) must apply to remote learning as they do to learning in the conventional classroom. Staff are expected to uphold the following principles.

Staff should:

- ✓ briefly remind students of the need for positive participation and adherence to etiquette at the start of each lesson.
- ✓ maintain the same high expectations of student behaviour that apply in the physical classroom.
- ✓ use positive praise and rewards in recognition of engagement, effort and progress.
- ✓ remember that students may be anxious about remote learning; emphasise building positive relationships.
- ✓ sign into MS Teams at the start of the day and ensure that all resources are in place.
- ✓ ensure that all students are muted unless they are invited to contribute verbally to the lesson.
- ✓ monitor the chat function to ensure it is being used appropriately.
- ✓ ensure that they model high professional standards at all times including through the use of professional language and provision of high-quality resources.
- ✓ ensure that safeguarding requirements are met. In general, students should be taught in groups. One-to-one meetings with students (such as the provision of individual support to a student with SEND) should be carefully risk assessed. Notify the DSL of any safeguarding concerns.
- ✓ ensure settings are configured so that only the teacher can present during the lesson and share their screen.
- ✓ ensure that emails are closed and only those programs that are necessary for the lesson are open.
- ✓ at the end of each lesson, select 'end the meeting' (not 'leave the meeting') so that students cannot continue the meeting unsupervised.
- ✓ where teaching from home, blur the background (or choose a background) to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption.
- ✓ when teaching students online, ensure that all communication is through MS Teams. Never share personal details or contacts with students or communicate through social media or other channels. Private 'chat' with students is prohibited.

Appendix 2: Parent code of conduct for online learning

When students are learning remotely, they are joining 'live' or attending a viewing of a pre-recorded lessons. In the case of live lessons, their teachers may be streaming the lesson from school or from another location, depending on the circumstances. Our expectation is that students continue to follow the full academic curriculum, attending lessons every day and participating fully. We expect students to behave respectfully and to apply themselves to their studies. We value your support in ensuring that your child learns safely and helps to keep others safe.

Parents are expected to uphold the following principles.

As a parent/carer I will:

- ✓ ensure, as far as possible, that my child can access their online lessons in a quiet environment.
- ✓ support my child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- ✓ encourage my child to participate fully in online lessons and to complete independent work set by the teachers.
- ✓ ensure that no element of an online lesson is recorded by my child, myself or family members.
- ✓ ensure that other family members do not get involved in any live lesson. Lessons will be pitched appropriately for children to access independently. Therefore, no live lessons will require any contributions / support from parents/carers.
- ✓ not make any comments, or share any material, on social media that could identify my child, their school or staff.
- ✓ ensure that my child takes care of any equipment that they have been loaned by the school and uses it only for the intended purposes.
- ✓ report any concerns that I have about my child's learning with appropriate staff at the school.

*Please note, live lessons will not necessarily be for the full period/ lesson; sometimes, the live element/s will be the introduction of new content, more detailed explanations, modelling by the teacher or giving feedback. At other times, with students working independently on set learning tasks during that lesson time.

Please read the following statements carefully. Student engagement with online learning, confirms your agreement with these statements:

- I give consent for my child to take part in remote lessons provided by the Gateacre
- I confirm that I am happy to use Teams as the online platform.
- I understand that the lesson will be delivered from a suitable location
- I confirm that I will organise a suitable location at home for my child to access the lessons.
- I agree to follow the rules for parents and I will support my child to follow the rules for students during the remote lessons.
- I understand that if the rules for parents or students are broken, the lesson for my child could be ended immediately.

Appendix 3: Student code of conduct for online learning

Student Code of Conduct - Online Learning

The Gateacre Way & PH² are just as important in remote learning as during time spent at school.

Students are expected to uphold the following

principles. I will:

- ✓ arrive on time to all my online lessons, following my normal school timetable and log-in details provided by Gateacre.
- ✓ ensure that I have all my equipment ready before the lesson starts.
- ✓ keep my camera / web cam turned off at all times during lessons unless my teacher asks me to turn it on.
- ✓ under no circumstances record the lesson, or share any images from the lesson on any platform.
- ✓ keep my microphone muted unless the teacher asks me to speak, and mute myself when I have finished.
- ✓ only use the 'chat' function if directed to by a teacher / staff member, and only for the purpose they specify.
- ✓ ensure that I use appropriate, respectful language when communicating verbally or digitally.
- ✓ stay focused on my lesson and ready to contribute my thinking at any point.
- ✓ use the 'raise my hand' function in order to ask or answer a question.
- ✓ gain permission from the teacher if I need to leave the lesson for any reason.
- ✓ behave in sensible, kind and courteous way throughout the lesson.
- ✓ follow instructions promptly.
- ✓ complete tasks to the best of my ability.
- ✓ be a positive role model as a member of my Gateacre family.