



## Document Control

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Arthur Terry Learning  
Partnership

Remote Education Policy

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## Statement of intent

At Arthur Terry Learning Partnership (ATLP), we understand the need continually to deliver high quality education, including where national tiered restrictions have been implemented at local level. 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.
- Protect staff 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, and to remain happy, healthy, and supported during periods of remote learning.

Signed by:

Headteacher

Date:

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Chair of Governors

Date:

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# 1. Legal framework

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

- 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 the most up-to-date 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 Schoolchildren'
- DfE (2016) 'Children Missing Education'

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

- Child Protection and Safeguarding Policy
- GDPR and Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct Policy
- Student Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- ATLP E-Safety Policy Staff Acceptable Use Policy (AUP)
- Student Acceptable Use Policy (AUP)
- Health and Safety Policy
- Children Missing Education Policy

## 2. Roles and responsibilities

2.1. The Trust Board 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 each school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis.

2.2. The Headteacher 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.
- Sharing this policy on 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 on a regular basis of the remote learning arrangements to ensure students' education does not suffer.

2.3. The ATLP Operations & Estates and IT Team are responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- 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.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The DPO in conjunction with the GDPR contact in each school is responsible for:

- 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.
- Ensuring that all staff are aware of the how to report a data breach.

2.5. The DSL is responsible for:

- 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 student is 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 SENCO 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 EHC plans continue to have their needs met while learning remotely and liaising with the headteacher and other organisations to make any alternate arrangements for students with EHC plans and 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. The ATLP Operations & Estates and IT Team are responsible for:

- 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.

2.8. The ICT technicians are responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection installed, 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, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

2.9. 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 ATLP Operations & Estates Team and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL 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 the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct and Staff IT Acceptable Use Policy at all times.

2.10. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out by each individual school and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the ATLP IT Team helpdesk as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out by the individual school.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.11. Students are responsible for:

- Adhering to this policy and the Student Acceptable Use Policy at all times during periods of remote learning.



- Ensuring they are available to learn remotely at the times set out by each individual school, and that their schoolwork is completed 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 school Behavioural Policy at all times.

### **3. Resources**

#### **Learning materials**

- 3.1. For the purpose of providing remote learning, the school may make use of:
  - Work booklets
  - Email
  - Past and mock exam papers
  - Online learning portals
  - Educational websites
  - Reading tasks
  - Live webinars
  - Pre-recorded video or audio lessons
- 3.2. Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning.
- 3.3. Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the school will ensure students can catch up on these areas of the curriculum when they return to school.
- 3.4. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.
- 3.5. Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.6. Students will be required 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.
- 3.7. Students and parents will be required to look after any equipment they use to access remote learning resources.

- 3.8. Teaching staff will oversee academic progression for the duration of the remote learning period and will only mark and provide feedback on work as agreed in line with section 7 of this policy.
- 3.9. The arrangements for any 'live' classes via video conferencing or webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.
- 3.10. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.
- 3.11. Teachers are expected to set work in line with the normal school day and therefore expectations on students in terms of volume of work set should not exceed the normal school day expectations.

### **Costs and expenses**

- 3.12. The school will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, council tax, paper or printing costs.
- 3.13. The school will not reimburse any costs for travel between students' homes and the school premises.
- 3.14. The school will not reimburse any costs for childcare.
- 3.15. If a student is provided with school-owned equipment, the student and their parent will sign and adhere to the Acceptable Use Agreement prior to commencing remote learning.

## **4. Online safety**

- 4.1. This section of the policy will be enacted in conjunction with the ATLP E-Safety Policy
- 4.2. Where possible, all interactions will be textual and public.
- 4.3.

i) Where staff are using **pre-recorded video** to deliver remote learning they should:

- Wear suitable clothing
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication. A virtual background can be used also.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.

- Use the necessary equipment and recommended computer programs as intended.
- Any video conferencing should take place using ATLP approved software such as Microsoft Teams. For any other software applications staff should contact ICT Support for further guidance. Primary Schools are currently using Showbie / Youtube for video hosting.

**ii) Where staff and students are using live video conferencing to deliver/participate in remote learning they should take place in group situations only and staff should :**

- Have full control of student audio and video and should only be allowed at the appropriate points in the remote learning session.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication. A virtual background can be used also.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and recommended computer programs as intended.
- Any video conferencing should take place using ATLP approved software such as Microsoft Teams. Zoom and Showbie are also approved for use in line with the guidance published in the appendices. For any other software applications staff should contact ICT Support for further guidance.
- Not record, store, or distribute video material. *Under exceptional circumstances sessions may be recorded. This will be authorised by the Headteacher in writing and the specific reason for this decision recorded in writing.*
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.
- Where possible two members of staff should be present on the meeting. One delivering and one observing to ensure safeguarding.
- Any safeguarding concerns should be reported directly to a DSL.
- The teacher will immediately shut down the meeting if there any concerns.
- If any of the above measures are not in place then the meeting cannot take place.

**One-to-one sessions with video are not normally permitted**, however where this is required e.g. for younger students / primary school students and having sight of a student for safeguarding reasons then ensure the guidance above is adhered to as well as the following :

- Seek written permission (email is suitable) from your Line Manager, Leadership Group Link, Headteacher for a one-to-one meeting to take place giving the full reasons for the meeting and why a phone-call or groups session would not have the same outcome.
- The session should be conducted during school hours and on school site. Under certain exceptional circumstances Head teachers may allow staff to undertake this process from home and without another colleague present.

**4.4. Where staff and students are in direct audio communication in relation to remote learning they should :**

- 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.
- Any audio communication should take place using ATLP approved software such as Microsoft Teams, Zoom and Showbie. For any other software applications staff should contact the ATLP IT Team for further guidance.
- Not record, store, or distribute audio material. Under exceptional circumstances sessions may be recorded. This will be authorised by the Headteacher in writing and the specific reason for this decision recorded in writing.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5. Students not using devices or software as intended will be disciplined in line with the school Behavioural Policy.

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

4.7. The school will inform parents prior to what methods of delivering remote teaching are most suitable – alternative arrangements will be made where necessary.

4.8. The ATLP IT Team 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 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. 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 ATLP's Safeguarding Policy and Child Protection Policy
- 5.2. The school will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 5.3. The school will arrange for regular contact to be made with vulnerable Students, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable students will be made using school phones where possible. Where this is not possible it is essential that the identification of the caller is withheld.
- 5.5. The DSL will arrange for regular contact with vulnerable students as deemed appropriate following local and national guidance.
- 5.6. All contact with vulnerable students will be recorded on paper and suitably stored in line with the Safeguarding and Child Protection Policy.
- 5.7. The DSL will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.
- 5.8. Home visits must not be undertaken. In exceptional circumstances doorstep visits may be undertaken in line with the guidance issued during the CV 19 pandemic.
- 5.9. Vulnerable students will be provided with a means of contacting their school. This arrangement will be set up by the school prior to the period of remote learning.
- 5.10. The DSL should meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable students learning remotely.
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

## **6. Data protection**

- 6.1. This section of the policy will be followed in conjunction with the school's GDPR and 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 e.g. an email in relation to SEN advice to support a student or safeguarding concerns to be aware of for the safe delivery 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 e.g. **password protection** 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 and retained in line with the ATLP Retention Schedule.
- 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 GDPR and Data Protection Policy.
- 6.10. All data breaches must be reported immediately to the Schools GDPR contact and DPO. This can be done by emailing [DPO@atlp.org.uk](mailto:DPO@atlp.org.uk)
- 6.11. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

## 7. Marking, feedback and assessment

- 7.1. All schoolwork set through remote learning must be:
  - Fully complete before being returned to the relevant member of teaching staff if instructed to do so.
  - The student's own work.
  - Any marking of work will only take place for specific "key" pieces as identified by teaching staff and will focus on examination style assessments.
- 7.2. The school expects students and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

- 7.3. Students are accountable for the completion of their own schoolwork – teaching staff will only contact parents via email if there are any significant concerns about the quality of or completion of any work.
- 7.4. Work that cannot be completed for genuine reasons will be completed when the student returns to school.
- 7.5. Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.
- 7.6. Staff must consider that for some students (particularly those with high levels of anxiety) this will be a stressful time and should consider their expectations in terms of the work set and deadlines set. They should also consider that students might be unwell or not able to work.
- 7.7. Schools will not be asking for data on student performance (for the period of time that schools have been engaged in remote learning). Therefore, all assessment should be formative. The purpose of any assessment should be to inform the development of future learning resources and activities. The key principle should be that only assessment that is useful to pupils and their teachers should be undertaken. It will be up to the professional judgement of the school leaders and teaching staff to set appropriate assessed work if they deem it essential.

## **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 and to exercise and move away from the screen
- 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.
- 8.5. If any accidents or near-misses occur in a student's home related to remote learning activity or school equipment, they or their parents are required to report these to the school as soon as is possible so that appropriate action can be taken.

## **9. School day and absence**

- 9.1. Students will be present for remote learning as designated by each individual school taking into account the age of the child and the capacity of the school to deliver the curriculum remotely. Students will be informed of these requirements.
- 9.2. Students will build in appropriate rest breaks and screen breaks and work set is intended to follow the pattern of the normal school day where possible.
- 9.3. Students with SEND or additional medical conditions may require more regular breaks as appropriate.
- 9.4. Students who are unwell are not expected to engage in remote learning until they are well enough to do so.

## **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 as efficiently as possible
- 10.3. The headteacher will communicate with staff as efficiently as possible about any remote learning arrangements.
- 10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls 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 is only permitted during school hours.
- 10.6. Members of staff will have contact with their line manager.
- 10.7. Parents and students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.8. Issues with remote learning or data protection will be communicated to the school as soon as possible so they can investigate and resolve the issue.
- 10.9. The school will keep parents and students informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.10. The school will review the effectiveness of communication on a regular basis and ensure measures are put in place to address gaps or weaknesses in communication.

## **11. Monitoring and review**

- 11.1. This policy will be reviewed on an annual basis by the Trust Board



- 11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 11.3. The next scheduled review date for this policy is May 2021.

## **12. Appendix 1 – Microsoft Teams Guide to remote learning**

If you are using Microsoft Teams for video-conference style lessons then please follow this guidance to ensure the safety and security of your meetings.

Teams functionality is improved for the user if the application is downloaded ([link here](#)) on their device. Teams is compatible with all devices and in planning your session you may need to consider that students could potentially be using a mobile phone.

We recommend students are muted and cameras switched off and therefore the student device does not need to have a microphone or camera for them to participate. Students will still be able to view and engage in chat functionality.

Teams allows the teacher to invite students individually, via a Team (for a class group) that has been created on Microsoft Teams, or via the link to a Team meeting that is then emailed to students. In all cases, school email addresses should be used for Team invites and schedules.

Further guidance to meeting functionality on Teams can be found [here](#).

Further guidance to managing participants and their involvement in Teams meeting can be found [here](#).

Ensuring students are set as attendees is key, this will prevent students from screen sharing, advice on this can be found [here](#).

### **13. Appendix 2 – Zoom Guide to remote learning**

If you are intending to use Zoom for video-conference style lessons then please follow this guidance based on information provided by Zoom to ensure the safety and security of your meetings.

Zoom (<https://zoom.us/>) is readily available and compatible with all devices. In planning your session you may need to consider that students could potentially be using a mobile phone.

We recommend students are muted and cameras switched off and therefore the student device does not need to have a microphone or camera. Students will still be able to view and engage in chat functionality. This approach may not apply to younger students / primary schools.

When you share your meeting link on social media or other public forums, that makes your event ...extremely public. ANYONE with the link can join your meeting. Therefore, **DO NOT share you meeting ID via any other method than internal school email.**

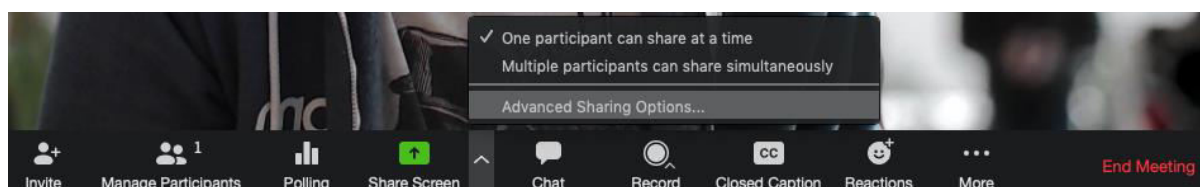
Avoid using your [Personal Meeting ID \(PMI\)](#) to host public events. Your PMI is basically one continuous meeting and you don't want random people accessing it. [Learn about meeting IDs](#) and how to generate a random meeting ID ([at the 0:27 mark](#)) in this [video tutorial](#) - <https://www.youtube.com/watch?v=XhZW3iyXV9U&feature=youtu.be>

Familiarise yourself with Zoom's settings and features so you understand how to protect your virtual space when you need to. We expect all teachers to use the [Waiting Room](#) so that the teacher (host) can control who comes and goes from the lesson.

### How to manage screen sharing

To restrict who can take control of the screen before the meeting and during the meeting you need to use the host control bar at the bottom of the screen.

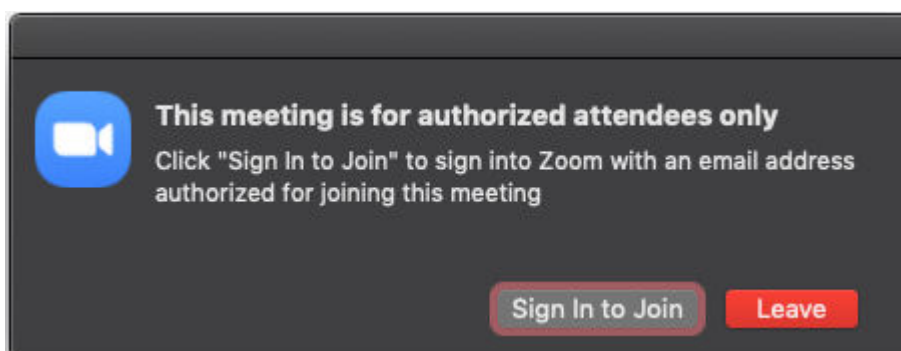
To [prevent participants from screen sharing](#) during a call, click the arrow next to Share Screen and then Advanced Sharing Options.



Under "Who can share?" choose "Only Host" and close the window. You can also lock the Screen Share by default for all your meetings in your web settings.

### How to manage your participants

[Allow only signed-in users to join](#): If someone tries to join your event and isn't logged into Zoom with the email they were invited through, they will receive this message:



This is useful if you want to control your guest list and invite only those you want at your event — other colleagues / students at your school, for example.

- [Lock the meeting](#): It's always smart to lock your front door, even when you're inside the house. When you lock a Zoom Meeting that's already started, no new participants can join, even if they have the meeting ID and password (if you have required one). In the meeting, click Participants at the bottom of your Zoom window. In the Participants pop-up, click the button that says Lock Meeting.
- [Set up your own two-factor authentication](#): You don't have to share the actual meeting link! Generate a random Meeting ID when scheduling your event and require a

password to join. Then you can share that Meeting ID and password in separate communications.

- [Remove unwanted or disruptive participants](#): From that Participants menu, you can mouse over a participant's name, and several options will appear, including Remove. Click that to remove someone from the meeting.
- [Allow removed participants to rejoin](#): When you do remove someone, they can't rejoin the meeting. But you can toggle your settings to allow removed participants to rejoin, in case you remove the wrong person.
- You can put everyone else [on hold](#), and the attendees' video and audio connections will be disabled momentarily. Click on someone's video thumbnail and select Start Attendee On Hold to activate this feature. Click Take Off Hold in the Participants list when you're ready to have them back.
- [Disable video](#): Hosts can turn someone's video off. This will allow hosts to block unwanted, distracting, or inappropriate gestures on video.
- [Mute participants](#): Hosts can mute/unmute individual participants or all of them at once. Hosts can block unwanted, distracting, or inappropriate noise from other participants. You can also enable Mute Upon Entry in your settings to keep the clamor at bay in large meetings.
- [Turn off file transfer](#): In-meeting file transfer allows people to share files through the in-meeting chat. Toggle this off to keep the chat from getting bombarded with unsolicited pics, GIFs, memes, and other content.
- [Turn off annotation](#): You and your attendees can doodle and mark up content together using annotations during screen share. You can disable the annotation feature in your Zoom settings to prevent people from writing all over the screens.
- [Disable private chat](#): Zoom has in-meeting chat for everyone or participants can message each other privately. Restrict participants' ability to chat amongst one another while your event is going on and cut back on distractions. This is really to prevent anyone from getting unwanted messages during the meeting.

## Using the Waiting Room in Zoom

We are expecting all teachers to enable the [Waiting Room](#) feature. Just like it sounds, the Waiting Room is a virtual waiting room to stop students entering the lesson until you are ready. We advise admitting students one at a time and checking their ID as they enter.

Meeting hosts can customize Waiting Room settings for additional control, and you can even [personalize the message](#) people see when they hit the Waiting Room so they know they're in the right spot. This message is a good place to post any rules/guidelines for your event/meeting, like who it's intended for, etiquette etc.

The [Waiting Room](#) is really a great way to screen who's trying to enter your event and keep unwanted guests out.

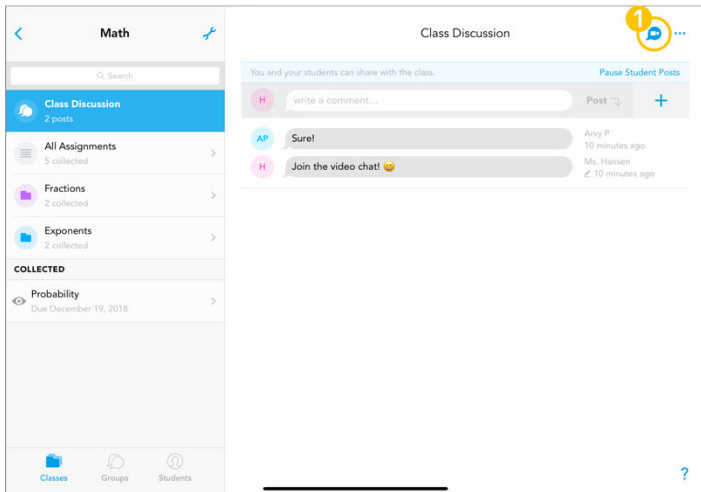
## **14. Appendix 3 – Showbie Guide to remote learning**

Showbie beta is available to all Showbie Pro user who have signed up to the Beta project.

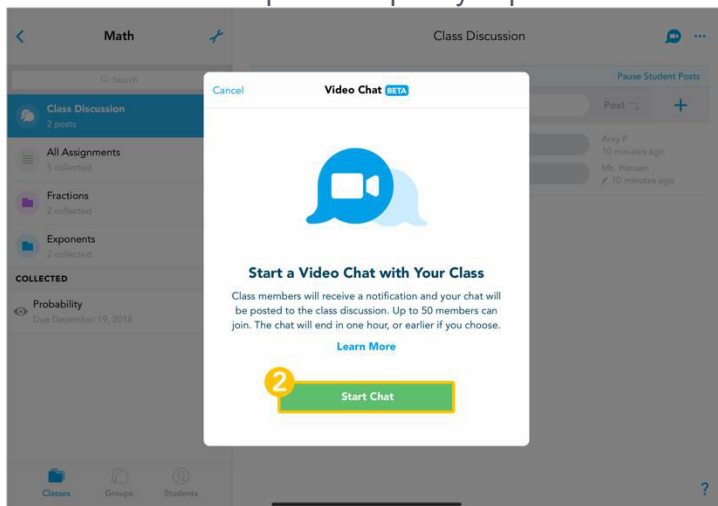
Showbie has partnered with video conferencing tool [Whereby](#) to allow teachers to launch video chats within Showbie. You can launch a video chat in student assignments, the class discussion, or in groups.

### Starting and ending a class discussion

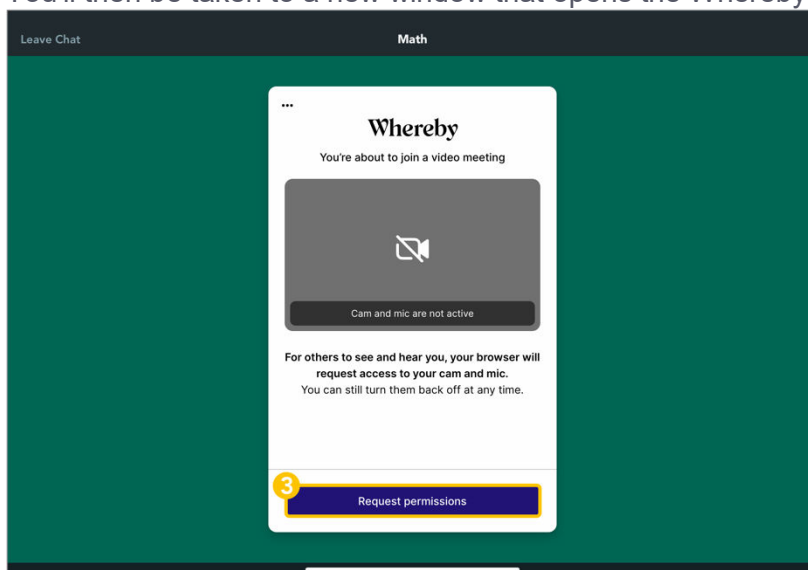
Start by going into the class discussion, group or assignment you'd like to start a chat in:



- At the top-right corner, tap on the video icon.  
A new window will open that quickly explains how video chat works in Showbie:

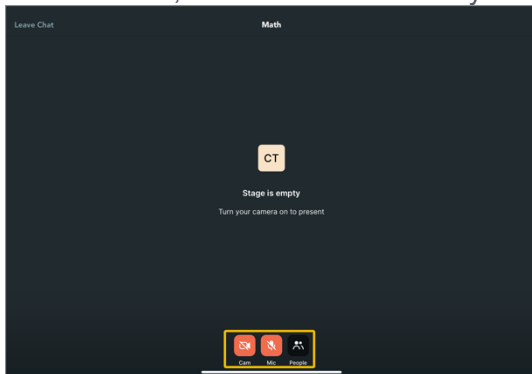


- When ready, tap *Start Chat*.  
You'll then be taken to a new window that opens the Whereby page:



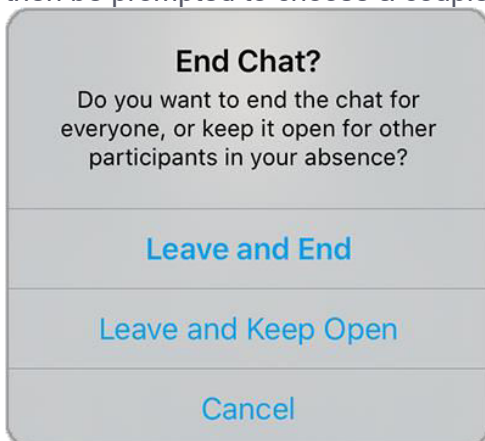
- Make sure to tap *Request Permissions* to allow access to your camera and microphone.

Once started, the video chat is ready!



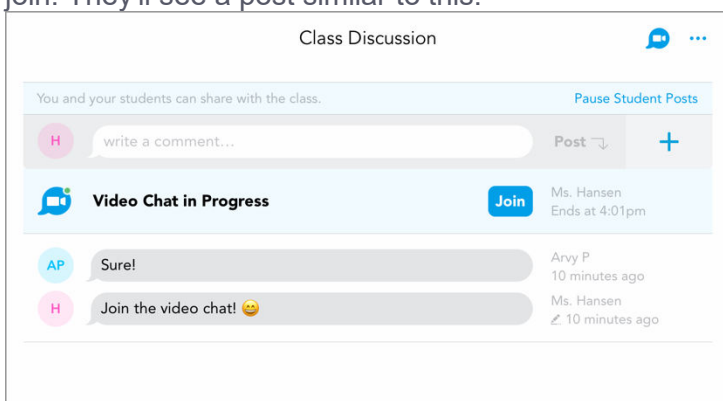
- If you haven't yet, make sure your camera and microphone are turned on. This can be found at the bottom of the window.

When you need to end video chat, tap the *Leave Chat* button at the top-left corner. You'll then be prompted to choose a couple options:



- *Leave and End* will close the video chat for everyone
- *Leave and Keep Open* will close the chat for you while keeping it open for everyone else. When using this option, **we recommend that at least one co-teacher is present to moderate the video chat**. If there are no teachers, video chats will automatically end after 1 hour.

If a video chat is running, any co-teachers or students who haven't joined yet will be able to join. They'll see a post similar to this:

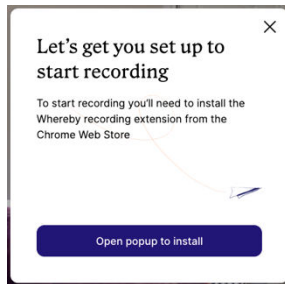


## Recording a video Chat

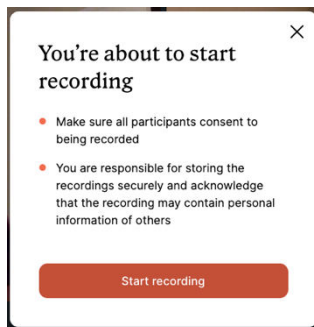
Please keep in mind, recording a video chat is only available while using Chrome.

If you are using video chat in Chrome you can tap on the record button at the bottom to record the video chat.

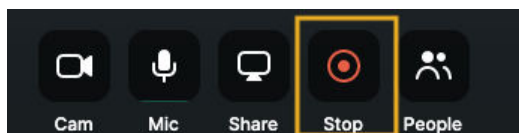
To record the video chat, you will be prompted to install a [Whereby](#) extension.



Once this is installed, you'll get a message that you can start the recording.



When you are ready to stop the recording, you can select the **Stop** button at the bottom.

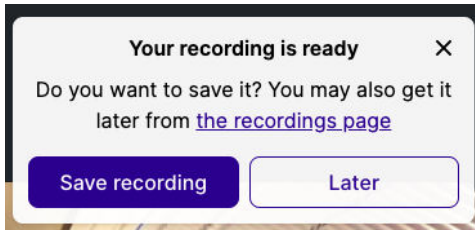


## How to download a copy of the recording

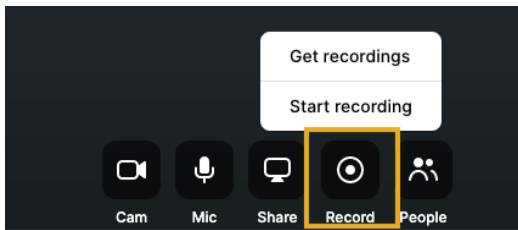
It's important to note that video chat recordings are not stored on Showbie's or Whereby's servers. They are stored locally in your browser's cache. This means they are only available on the device you have recorded on, and only until the browser cache is cleared.

Once you hit stop on a recording, you will be prompted to save a copy or get it from the recording page later. **We recommend saving a copy right away.**





If you choose, you can select later. In this case, you can get recordings later by clicking on the **Record** button at the bottom again. These are only available until the browser cache is cleared, in which case these recordings would be deleted.



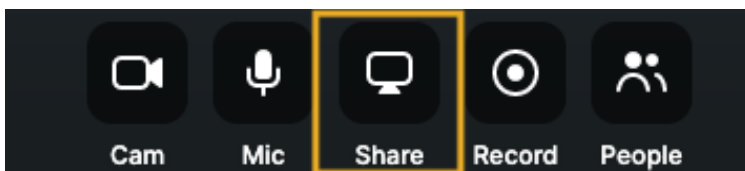
### Format of downloaded recordings

Recordings are saved as .webm files, which are web-optimized video files. These files can be directly uploaded to many different sites and played in most browsers.

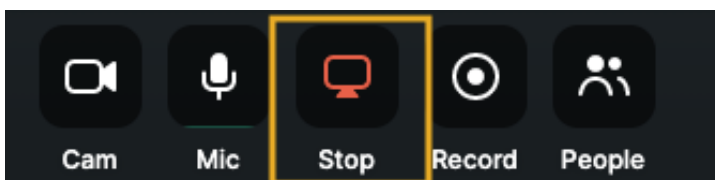
For example, if you drag and drop the file into Google Chrome, the video will play here. You can also convert these to a different file type, using a file converter program.

Please keep in mind, sharing your screen is only available while using video chat on a web browser.

To share your screen, select **Share** from the bottom menu.

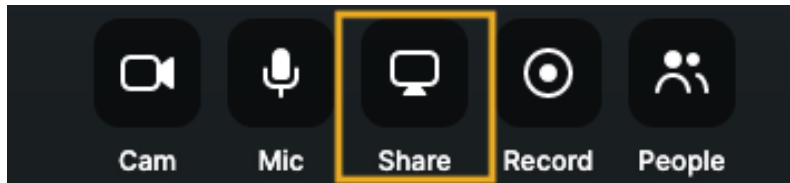


You'll then be prompted by your browser to select what area of your screen you'd like to share. Once you select this, your screen will be shared with all participants in the room. When you are done sharing, you can hit **Stop** in the bottom menu.



### Controlling your own microphone and camera

At the bottom of the chat, you will have **Cam** and **Mic** buttons to be able to turn on/off your own camera and mic during the video chat.



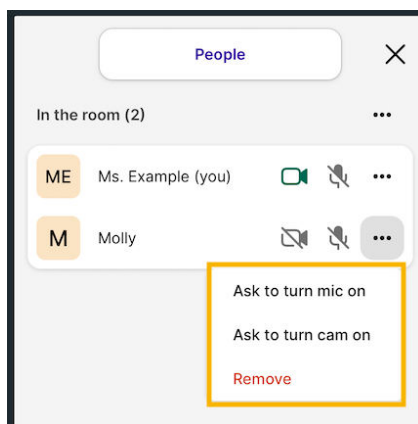
### 1 Controlling participants microphones and cameras

Only the teacher who started the video chat can manage participant's microphones and cameras. To manage participant's microphones and cameras, select **People** at the bottom.

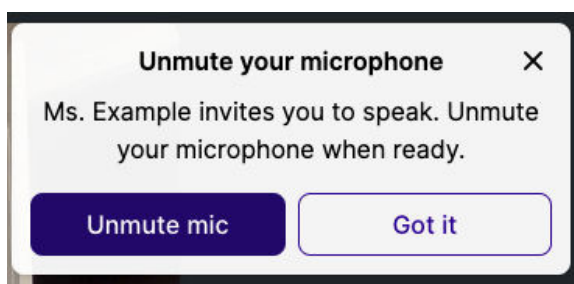
### 2 Control an Individual's Microphone or Camera

On the right, you can tap on the 3 dots to the right of a participant's name to turn off their video or microphone.

If a participant has their video or camera turned off, and you would like to invite them to turn it on, you can ask them to turn it on from the 3 dots to the right of their name as well.



They will then get a pop up asking them to turn on their microphone or camera.



### 3 Mute all or turn all cameras off

If you would like to turn off all participants' microphones or cameras at once you can do this as well. Keep in mind that participants can turn their cameras and microphones back on.

People



In the room (2)



ME

Ms. Example (you)

Mute all

M

Molly

Turn all cams off

## 15. APPENDIX 4: Responses to government guidance on tier of intervention to contain rising cases of COVID-19

The ATLP curriculum provides children with a broad and academic programme that closely follows the National Curriculum or appropriate examination board specifications.

Our provision is a coherent and carefully sequenced knowledge engaged curriculum based on the principles of cognitive science. There is a focus on the development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure a deep and enduring understanding in discrete subject areas.

This carefully planned curriculum forms the basis for any required home learning. Where this is needed, the provision aligns closely with the in-school provision, is high-quality and safe.

### NOTE:

The table below outlines the ATLP school responses to government intervention. Schools are required to adapt their responses to this guidance to meet their contextual needs. All schools will strive to achieve the provision for each tier of government intervention; however, this may have to be adapted based on school absence due to COVID-19.

**Remote learning** is the provision of resources that support education at home. Careful consideration is required of the appropriateness and safety of the resources provided to pupils working at home independently. The resources should mirror closely in-school provision. There is no expectation of schools to provide remote learning for pupils who are absent from school but to whom the school is open and where those individuals are not self-isolating.

**Remote teaching** is on-line delivery of pre-recorded lessons (ie: narrated PowerPoint, Loom) by school staff to support student education when national tier 3 and 4 restrictions have been implemented at a local level. Pre-recorded lessons should mirror the content and expectations of a school's medium term plans.

Reference has been made of the EEF research, (April 2020), 'Rapid Evidence Assessment into Distance Learning'.

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Remote learning evidence review/Rapid Evidence Assessment summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

Tiers of restriction	Summary	ATLP remote education response	Implications for individual schools	Staff roles and responsibilities
Pre-tier 1	<p>No government interventions in place.</p> <p>Remote education will be provided to support individuals or groups of pupils who may need to self-isolate.</p>	<p><b>Secondary schools will adopt a <u>remote learning approach</u> to remote education for individual pupil[s], classes and year groups self-isolating.</b></p> <p><b>Primary schools will adopt a <u>remote learning approach</u> when individual pupil[s] are self-isolating.</b></p>	<p>1.1 Schools will provide pupils who are self-isolating with a link to lesson(s) from the Oak National Academy website. Or other appropriate online resources which best reflects the in-class provision.</p> <p>1.2 Feedback should be provided to all pupils on return to school.</p> <p>1.3 Schools will identify those</p>	<p>1.1 Teachers and subject leaders to review the Oak National Academy website and identify appropriate resources linked to in-class provision.</p> <p>Subject Leaders to identify alternative learning materials where no suitable content is available through the Oak National Academy</p> <p>Senior leaders to identify the most appropriate system to distribute lesson links to self-isolating pupils.</p> <p>Senior leadership for T&amp;L and all middle leaders to quality assure remote learning provision to ensure high quality and safe.</p> <p>1.2 School leaders will review and communicate the expectations of feedback to pupils returning following self-isolation, in-line with individual school assessment policy.</p> <p>1.3 School leaders to coordinate</p>

			<p>pupils unable to access on-line lessons (minimum technology required wi-fi connection and a mobile phone). Pupils without access will be provided with alternative resources.</p> <p>1.4 Any cover lessons for teachers having to self-isolate should utilise Oak National Academy lessons as far as possible.</p> <p>1.5 Self-isolating pupils will receive a well-being call during the period of absence.</p> <p>1.6 Where the pupil is identified on the SEND Code of Practice, a Teaching Assistant will contact the family and</p>	<p>the accessibility of resources for all pupils.</p> <p>1.4 If a teacher is self-isolating, and well, they should send the link to Oak lessons to the cover coordinator in-line with their school policy. Subject/phase leaders can support where needed.</p> <p>1.5 The attendance officer will contact the family and will speak to the child who is self-isolating. Where there are concerns - safeguarding procedures will be implemented.</p> <p>The attendance officer to inform relevant staff (ie: pastoral and SENCO) of self-isolating pupils.</p> <p>1.6 SENCO to coordinate support for pupils as appropriate.</p>
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			<p>Speak to the child about accessing the work.</p>	
		<p><b>Primary schools will adopt a <u>remote teaching approach</u> when a class/bubble is sent home and the class teacher has no symptoms.</b></p> <p><b>NOTE: If the class teacher has symptoms of COVID-19 the class will receive <u>remote learning</u>.</b></p>	<p>2.1 Pupils will follow a programme that aligns with their normal in-school provision. This will be of equivalent length to the core teaching that pupils would receive in school.</p> <p>2.2 All pre-recorded lessons will be made available to pupils through a platform such as Microsoft Teams, Showbie, Class Dojo, as appropriate to the individual school's</p>	<p>2.1 Headteacher to communicate the decision to close a 'bubble' with the Director of Education and ATLP Head of PR and Communication.</p> <p>Headteacher to communicate with all stakeholders in line with guidance from Public Health England.</p> <p>If the class teacher is displaying no symptoms they should record lessons that follow the subject medium term plans.</p> <p>2.2 Senior leaders to communicate expectations of remote teaching within school context to all stakeholders. Teachers should record lessons that align with the</p>

			<p>communication policy.</p>	<p>subject medium term plans.</p> <p>Teachers to upload pre-recorded lessons to the school's VLE or appropriate platform before 08.00 on the day of the lesson.</p> <p>Senior and phase leaders to quality assure provision ensuring that lessons are appropriate and safe.</p> <p>Phase and pastoral leaders to monitor student engagement with lessons and liaise with parents/carers as required.</p> <p>Minimum expectation of a pre-recorded daily lesson in reading/phonics, writing, maths and one other curriculum area.</p> <p>Schools will ensure that all pupils have access to story time at least three times a week led by support staff.</p> <p>Phase leaders and pastoral leaders to monitor the completion of key assessments and liaise parents/carers as required.</p>
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			<p>2.3 Formative assessment will be ongoing, allowing pupils to reflect on their progress.</p> <p>2.4 Pupils identified on the SEND Code of Practice will be provided with additional support.</p> <p>2.5 All pupils will receive regular</p>	<p>2.3 Teachers of Ks2 will plan for a variety of formative assessment opportunities. These may be through quizzes designed and submitted utilising Microsoft Forms.</p> <p>Senior leadership of T&amp;L to provide ongoing CPD on appropriate strategies for on-line formative assessment.</p> <p>2.4 SENCO to coordinate the support of pupils on the SEND Code of Practice. Including relevant safeguarding planning (adult to be present with all live communication on-line).</p> <p>Teaching Assistants will contact their designated pupils requiring educational support. A twice weekly meeting via Microsoft Teams with each pupil to ensure that they can access and understand remote lessons.</p> <p>2.5 Senior leader for pastoral care to coordinate the support of pupils in-line with school</p>
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			communication from the school to monitor well-being and identify safeguarding concerns.	<p>context. Including relevant safeguarding planning.</p> <p>Support staff to contact an allocated a group of pupils in-line with school expectations.</p> <p>DSL to communicate to all stakeholders the procedure of reporting any safeguarding concerns.</p>
Tier 1	National Government intervention, <u>all schools remain open</u> . Staff and pupils in year 7 and above will be expected to wear face coverings when moving around the premises, outside of classrooms such as in corridors and communal areas where social distancing cannot be easily maintained.	<p><b>Secondary schools will adopt a <u>remote learning approach to remote education for individual pupil[s], classes and year groups self-isolating.</u></b></p> <p><b>Primary schools will adopt a <u>remote learning approach when individual pupil[s] are self-isolating</u></b></p>	3.1 All schools will provide pupils who are self-isolating with a link to lesson(s) from the Oak National Academy website. Or other appropriate online resources which best reflects the in-class provision.	<p>3.1 Teachers and subject leaders to review the Oak National Academy website and identify appropriate resources linked to in-class provision.</p> <p>Subject Leaders to identify alternative learning materials where no suitable content is available through the Oak National Academy</p> <p>Senior leaders to identify the most appropriate system to distribute lesson links to self-isolating pupils.</p> <p>Senior leadership for T&amp;L and all middle leaders to quality assure remote learning provision to ensure high quality and safe.</p>

			<p>3.2 Feedback should be provided to all pupils on return to school.</p> <p>3.3 Schools will identify those pupils unable to access on-line lessons (minimum technology required wi-fi connection and a mobile phone). Pupils without access will be provided with alternative resources.</p> <p>3.4 Cover lessons for teachers having to self-isolate should utilise Oak National Academy lessons as far as possible.</p> <p>3.5 Self-isolating pupils will receive a well-being call during the period of absence.</p>	<p>3.2 School leaders will review and communicate the expectations of feedback to pupils returning following self-isolation, in-line with individual school assessment policy.</p> <p>3.3 School leaders to coordinate the accessibility of resources for all pupils.</p> <p>3.4 Where possible the teacher self-isolating should send the link to Oak lessons to the cover coordinator. Subject/phase leaders can support where needed.</p> <p>3.5 The attendance officer will contact the family and will speak to the child who is self-isolating. Where there are concerns - safeguarding procedures will be implemented.</p> <p>The attendance officer to inform relevant staff (ie: pastoral and SENCO) of self-isolating pupils.</p>
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			3.6 Where the pupil is identified on the SEND Code of Practice, a Teaching Assistant will contact the family and speak to the child about accessing the work.	3.6 SENCO to coordinate support for pupils as appropriate.
		<p><b>Primary schools will adopt a <u>remote teaching approach</u> when a whole class/bubble is sent home and the class teacher has no symptoms.</b></p> <p><b>NOTE: If the class teacher has symptoms of COVID-19 the class will be receive <u>remote learning</u>.</b></p>	4.1 Pupils will follow a programme that aligns with their normal in-school provision. This will be of equivalent length to the core teaching that pupils would receive in school.	<p>4.1 Headteacher to communicate the decision to close a 'bubble' with the Director of Education and ATLP Head of PR and Communication.</p> <p>Headteacher to communicate with all stakeholders in line with guidance from Public Health England.</p> <p>If the class teacher is displaying no symptoms they should record lessons that follow the subject medium term plans.</p>
			4.2 All pre-recorded lessons will be made available to pupils through a platform such as Microsoft Teams, Showbie, Class Dojo, as appropriate to the individual school's	<p>4.2 Senior leaders to communicate expectations of remote teaching within school context to all stakeholders.</p> <p>Teachers should record</p>

			<p>communication policy.</p>	<p>lessons that align with the subject medium term plans.</p> <p>Teachers to upload pre-recorded lessons to the school's VLE or appropriate platform before 08.00 on the day of the lesson.</p> <p>Senior and phase leaders to quality assure provision ensuring that lessons are appropriate and safe.</p> <p>Phase and pastoral leaders to monitor student engagement with lessons and liaise with parents/carers as required.</p> <p>Minimum expectation of a pre-recorded daily lesson in reading/phonics, writing, maths and one other curriculum area.</p> <p>Schools will ensure that all pupils have access to story time at least three times a week led by support staff.</p> <p>Phase and pastoral leaders to monitor the completion of key assessments and liaise parents/carers as required.</p>
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			<p>4.3 Formative assessment will be ongoing, allowing pupils to reflect on their progress.</p> <p>4.4 Pupils identified on the SEND Code of Practice will be provided with additional support.</p> <p>4.5 All pupils will receive regular communication from the</p>	<p>4.3 Teachers of Ks2 will plan for a variety of formative assessment opportunities. These may be through quizzes designed and submitted utilising Microsoft Forms.</p> <p>Senior leadership of T&amp;L to provide ongoing CPD on appropriate strategies for on-line formative assessment.</p> <p>4.4 SENCO to coordinate the support of pupils identified on the SEND Code of Practice. Including relevant safeguarding planning (adult to be present with all live communication on-line).</p> <p>Teaching Assistants will contact their designated pupils requiring educational support. A twice weekly meeting via Microsoft Teams with each pupil to ensure that they can access and understand remote lessons.</p> <p>4.5 Senior leader for pastoral care to coordinate the support of</p>
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			<p>school to monitor well-being and identify safeguarding concerns.</p>	<p>pupils in-line with school context. Including relevant safeguarding planning.</p> <p>Support staff to contact an allocated a group of pupils in-line with school expectations.</p> <p>DSL to communicate to all stakeholders the procedure of reporting any safeguarding concerns.</p>
Tier 2	<p>All Primary Schools remain open.</p> <p>Secondary schools will be required to adopt a rota system, combining on-site provision with remote education. Vulnerable pupils and the children of critical workers will be allowed full-time attendance.</p>	<p><b>Primary schools will adopt a <u>remote learning approach</u> when individual pupil[s] are self-isolating.</b></p>	<p>5.1 All schools will provide pupils who are self-isolating with a link to lesson(s) from the Oak National Academy website. Or other appropriate online resources which best reflects the in-class provision.</p> <p>5.2 Feedback should be provided to all pupils on return to school.</p>	<p>5.1 Teachers and subject leaders to review the Oak National Academy website and identify appropriate resources linked to in-class provision.</p> <p>Senior leaders to identify the most appropriate system to distribute lesson links to self-isolating pupils.</p> <p>Senior leadership for T&amp;L and all middle leaders to quality assure remote learning provision to ensure high quality and safe.</p> <p>5.2 School leaders will review and communicate the expectations of feedback to pupils returning following self-isolation, in-line with individual school</p>

			<p>5.3 Schools will identify those pupils unable to access on-line lessons (minimum technology required wi-fi connection and a mobile phone). Pupils without access will be provided with alternative resources.</p> <p>5.4 Cover lessons for teachers having to self-isolate should utilise Oak National Academy lessons as far as possible.</p> <p>5.5 Self-isolating pupils will receive a well-being call during the period of absence.</p> <p>5.6 Where the pupil is identified</p>	<p>assessment policy.</p> <p>5.3 School leaders to coordinate the accessibility of resources for all pupils.</p> <p>5.4 Where possible the teacher self-isolating should send the link to Oak lessons to the cover coordinator. Subject/phase leaders can support where needed.</p> <p>5.5 The attendance officer will contact the family and will speak to the child who is self-isolating. Where there are concerns - safeguarding procedures will be implemented.</p> <p>The attendance officer to inform relevant staff (ie: pastoral and SENCO) of self-isolating pupils.</p> <p>5.6 SENCO to coordinate support for pupils as appropriate.</p>
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			on the SEND Code of Practice, a Teaching Assistant will contact the family and speak to the child about accessing the work.	
	<p><b>Primary schools will adopt a <u>remote teaching approach</u> when a whole class/bubble is sent home and the class teacher has no symptoms.</b></p> <p><b>NOTE: If the class teacher has symptoms of COVID-19 the class will be receive <u>remote learning</u>.</b></p>	<p>6.1 Pupils will follow a programme that aligns with their normal in-school provision. This will be of equivalent length to the core teaching that pupils would receive in school.</p> <p>6.2 All pre-recorded lessons will be made available to pupils through a platform such as Microsoft Teams, Showbie, Class Dojo, as appropriate to the individual school's</p>	<p>6.1 Headteacher to communicate the decision to close a 'bubble' with the Director of Education and ATLP Head of PR and Communication.</p> <p>Headteacher to communicate with all stakeholders in line with guidance from Public Health England.</p> <p>If the class teacher is displaying no symptoms they should record lessons that follow the subject medium term plans.</p> <p>6.2 Senior leaders to communicate expectations of remote teaching within school context to all stakeholders.</p> <p>Teachers should record</p>	

			<p>communication policy.</p>	<p>lessons that align with the subject medium term plans.</p> <p>Teachers to upload pre-recorded lessons to the school's VLE or appropriate platform before 08.00 on the day of the lesson.</p> <p>Senior and phase leaders to quality assure provision ensuring that lessons are appropriate and safe.</p> <p>Phase and pastoral leaders to monitor student engagement with lessons and liaise with parents/carers as required.</p> <p>Minimum expectation of a pre-recorded daily lesson in reading/phonics, writing, maths and one other curriculum area.</p> <p>Schools will ensure that all pupils have access to story time at least three times a week led by support staff.</p> <p>Phase and pastoral leaders to monitor the completion of key assessments and liaise parents/carers as required.</p>
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			<p>6.3 Formative assessment will be ongoing, allowing pupils to reflect on their progress.</p> <p>6.4 Pupils identified on the SEND Code of Practice, a Teaching Assistant will contact the family and speak to the child about accessing the work.</p> <p>6.5 All pupils will receive regular communication from the</p>	<p>6.3 Teachers of Ks2 will plan for a variety of formative assessment opportunities. These may be through quizzes designed and submitted utilising Microsoft Forms.</p> <p>Senior leadership of T&amp;L to provide ongoing CPD on appropriate strategies for on-line formative assessment.</p> <p>6.4 SENCO to coordinate the support of pupils on the SEND Code of Practice. Including relevant safeguarding planning (adult to be present with all live communication on-line).</p> <p>Teaching Assistants will contact their designated pupils requiring educational support. A twice weekly meeting via Microsoft Teams with each pupil to ensure that they can access and understand remote lessons.</p> <p>6.5 Senior leader for pastoral care to coordinate the support of</p>
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			school to monitor well-being and identify safeguarding concerns.	<p>pupils in-line with school context. Including relevant safeguarding planning.</p> <p>Support staff to contact an allocated a group of pupils in-line with school expectations.</p> <p>DSL to communicate to all stakeholders the procedure of reporting any safeguarding concerns.</p>
	<p><b>Secondary schools will implement a two week rota. Alternating different groups of pupils between two weeks in school followed by two weeks of home schooling. A <u>remote learning</u> plan in place to support groups of secondary pupils when not in school, ensuring content closely mirrors the curriculum.</b></p> <p><b>If a pupil has to self-isolate, follow the guidance outlined in tier 1 (above).</b></p>	<p>7.1 Secondary schools will implement their 'shadow' timetable that considers the need for a rota model, combing onsite provision with remote education.</p> <p>7.2 All secondary pupils onsite will follow a timetable of lessons that reflects as close as possible to the normal in</p>	<p>7.1 Headteacher to communicate the decision to close a 'bubble' with the Director of Education and ATLP Head of PR and Communication.</p> <p>Headteacher to communicate with all stakeholders in line with guidance from Public Health England.</p> <p>Senior leadership link will ensure that the 'shadow' timetable is operational as required.</p> <p>7.2 Teachers will plan lessons which consider the implementation of a rota model and references the '5</p>	

			<p>school provision.</p> <p>7.3 Secondary schools will provide pupils in KS3 and 4, on rota for remote education, resources or links to a lessons[s] from the Oak National Academy that best reflects the in-class provision. Oak resources can be supplemented with the school's resources if needed.</p> <p>7.4 Vulnerable pupils and the children of critical workers will receive face-to-face and appropriate provision at all times.</p>	<p>R' model of the ATLP reintegration curriculum.</p> <p>Senior leadership for T&amp;L and all middle leaders to quality assure in-class provision ensuring there are regular opportunities for review, recap and retrieval of knowledge and skills.</p> <p>7.3 Senior leadership for T&amp;L and all middle leaders to quality assure remote learning provision to ensure materials are high quality and safe.</p> <p>7.4 Senior leadership link for the timetable to ensure appropriate staffing for face-to-face provision.</p> <p>Subject leaders and teachers to provide appropriate resources for face-to-face provision.</p>
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<p>Tier 3</p>	<p>All Primary Schools remain open. Secondary schools would only allow the full-time attendance to vulnerable pupils and the children of critical workers. All other secondary school pupils will be home schooled.</p>	<p><b>Primary schools will adopt a <u>remote learning approach</u> when individual pupil[s] are self-isolating.</b></p>	<p>8.1 All schools will provide pupils who are self-isolating with a link to lesson(s) from the Oak National Academy website. Or other appropriate online resources which best reflects the in-class provision.</p> <p>8.2 Feedback should be provided to all pupils on return to school.</p> <p>8.3 Schools will identify those pupils unable to access on-line lessons (minimum technology required wi-fi connection and a mobile phone). Pupils without access will be provided with alternative resources</p>	<p>8.1 Teachers and subject leaders to review the Oak National Academy website and identify appropriate resources linked to in-class provision.</p> <p>Senior leaders to identify the most appropriate system to distribute lesson links to self-isolating pupils.</p> <p>Senior leadership for T&amp;L and all middle leaders to quality assure remote learning provision to ensure high quality and safe.</p> <p>8.2 School leaders will review and communicate the expectations of feedback to pupils returning following self-isolation, in-line with individual school assessment policy.</p> <p>8.3 School leaders to coordinate the accessibility of resources for all pupils.</p>
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			<p>8.4 Cover lessons for teachers having to self-isolate should utilise Oak National Academy lessons as far as possible.</p> <p>8.5 Self-isolating pupils will receive a well-being call during the period of absence.</p> <p>8.6 Where the pupil is identified in the SEN Code of Practice, a Teaching Assistant will contact the family and speak to the child about accessing the work.</p>	<p>8.4 Where possible the teacher self-isolating should send the link to Oak lessons to the cover coordinator. Subject/phase leaders can support where needed.</p> <p>8.5 The attendance officer will contact the family and will speak to the child who is self-isolating. Where there are concerns - safeguarding procedures will be implemented.</p> <p>The attendance officer to inform relevant staff (ie: pastoral and SENCO) of self-isolating pupils.</p> <p>8.6 SENCO to coordinate support for pupils as appropriate.</p>
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		<p><b>Primary schools will adopt a <u>remote teaching approach</u> when a whole class/bubble is sent home and the class teacher has no symptoms.</b></p> <p><b>NOTE: If the class teacher has symptoms of COVID-19 the class will be receive <u>remote learning</u>.</b></p>	<p>9.1 Pupils will follow a programme that aligns with their normal in-school provision. This will be of equivalent length to the core teaching that pupils would receive in school.</p> <p>9.2 All pre-recorded lessons will be made available to pupils through a platform such as Microsoft Teams, Showbie, Class Dojo, as appropriate to the individual school's communication policy.</p>	<p>9.1 Headteacher to communicate the decision to close a 'bubble' with the Director of Education and ATLP Head of PR and Communication.</p> <p>Headteacher to communicate with all stakeholders in line with guidance from Public Health England.</p> <p>If the class teacher is displaying no symptoms they should record lessons that follow the subject medium term plans.</p> <p>9.2 Senior leaders to communicate expectations of remote teaching within school context to all stakeholders.</p> <p>Teachers should record lessons that align with the subject medium term plans.</p> <p>Teachers to upload pre-recorded lessons to the school's VLE or appropriate platform before 08.00 on the day of the lesson.</p> <p>Senior and phase leaders to</p>
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			<p>9.3 Formative assessment will be ongoing, allowing pupils to reflect on their progress.</p>	<p>quality assure provision ensuring that lessons are appropriate and safe.</p> <p>Phase and pastoral leaders to monitor student engagement with lessons and liaise with parents/carers as required.</p> <p>Minimum expectation of a pre-recorded daily lesson in reading/phonics, writing, maths and one other curriculum area.</p> <p>Schools will ensure that all pupils have access to story time at least three times a week led by support staff.</p> <p>Phase and pastoral leaders to monitor the completion of key assessments and liaise parents/carers as required.</p> <p>9.3 Teachers will plan for a variety of formative assessment opportunities. These can be through quizzes designed and submitted utilising Microsoft Forms.</p> <p>Senior leadership of T&amp;L to</p>
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			<p>9.4 Pupils identified on the SEND Code of Practice will be provided with additional support.</p> <p>9.5 All pupils will receive regular communication from the school to monitor well-being and identify safeguarding concerns.</p>	<p>provide ongoing CPD on appropriate strategies for on-line formative assessment.</p> <p>9.4 SENCO to coordinate the support of pupils on the SEN Code of Practice. Including relevant safeguarding planning (adult to be present with all live communication on-line).</p> <p>Teaching Assistants will contact their designated pupils requiring educational support. A twice weekly meeting via Microsoft Teams with each pupil to ensure that they can access and understand remote lessons.</p> <p>9.5 Senior leader for pastoral care to coordinate the support of pupils in-line with school context. Including relevant safeguarding planning.</p> <p>Support staff to contact an allocated a group of pupils in-line with school expectations.</p> <p>DSL to communicate to all stakeholders the procedure of reporting any safeguarding</p>
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				concerns.
		<p><b>Secondary schools will adopt a <u>remote teaching</u> approach to remote education in response to school closure.</b></p>	<p>10.1 Pupils will follow a programme that aligns with their normal in-school provision. This will be of equivalent length to the core teaching that pupils would receive in school.</p> <p>10.2 Pre-recorded lessons will be made available to pupils through the school's VLE or appropriate platform, e.g. Microsoft Teams.</p>	<p>10.1 Headteacher to communicate the decision to close a 'bubble' with the Director of Education and ATLP Head of PR and Communication.</p> <p>Headteacher to communicate with all stakeholders in line with guidance from Public Health England.</p> <p>Senior leaders to communicate expectations of remote teaching within school context to all stakeholders.</p> <p>10.2 Subject leaders to coordinate the recording of lessons with due consideration of workload. Teachers should record lessons that align with the subject medium term plans.</p>

			<p>10.3 Key assessments will be identified in-line with medium term plans and will be reflective of the requirements of each key stage. For example, at KS4 and 5, pupils could be required to complete timed assessment and extended pieces of work.</p>	<p>Teachers to upload pre-recorded lessons to the school's VLE or appropriate platform before 08.00 on the day of the lesson.</p> <p>Senior leaders and subject leaders to quality assure provision to ensure that lessons are appropriate and safe.</p> <p>Subject and pastoral leaders to monitor student engagement with lessons and liaise parents/carers as required.</p> <p>10.3 Teachers/subject leaders will instruct pupils to submit identified key pieces of work for assessment purposes.</p> <p>Senior leaders will coordinate key assessments across the curriculum.</p> <p>Teachers will submit data from key assessments in-line with the school's assessment policy.</p> <p>Subject and pastoral leaders</p>
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			<p>10.4 Formative assessment will be ongoing, allowing pupils to reflect on their progress.</p> <p>10.5 Secondary pupils identified on the SEND Code of Practice will be provided with additional support.</p>	<p>to monitor the completion of key assessments and liaise with parents/carers as required.</p> <p>10.4 Teachers of Ks3 and above will plan for a variety of formative assessment opportunities. These may be through quizzes designed and submitted utilising Microsoft Forms.</p> <p>Senior leadership of T&amp;L to provide ongoing CPD on appropriate strategies for on-line formative assessment.</p> <p>Quality assurance by subject leaders provides an overview of formative assessment across all classes.</p> <p>10.5 SENCO to coordinate the support of pupils on the SEND Code of Practice. Including relevant safeguarding planning (adult to be present with all live communication on-line).</p> <p>Teaching Assistants will</p>
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			<p>10.6 All secondary pupils will receive regular communication from the school to monitor well-being and identify safeguarding concerns.</p> <p>10.7 Vulnerable pupils and the children of critical workers will receive face-to-face and appropriate provision at all times.</p>	<p>contact their designated pupils requiring educational support. A twice weekly meeting via Microsoft Teams with each pupil to ensure that they can access and understand remote lessons.</p> <p>10.6 Senior leader for pastoral care to coordinate the support of pupils in-line with school context. Including relevant safeguarding planning.</p> <p>Support staff to contact an allocated a group of pupils in-line with school expectations.</p> <p>DSL to communicate to all stakeholders the procedure of reporting any safeguarding concerns.</p> <p>10.7 Senior leadership link for the timetable to ensure appropriate staffing for face-to-face provision. Subject leaders and teachers to provide appropriate resources for face-to-face provision.</p> <p>10.8 Senior leaders to communicate school's</p>
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			10.8 During the duration of secondary school closures, all secondary staff are expected to access and respond to emails at least two points across the school day (communicated at school level).	expectations of staff.
Tier 4	Primary and Secondary schools will limit the attendance to vulnerable pupils and the children of critical workers. All other pupils will be home schooled.	<p><b>Remote education will be provided for the vast majority of pupils who at this time will be home schooled.</b></p> <p><b>All schools will adopt a <u>remote teaching</u> approach to remote education</b></p>	<p>11.1 Pupils will follow a programme that aligns with their normal in-school provision. This will be of equivalent length to the core teaching that pupils would receive in school.</p> <p>11.2 All pre-recorded lessons will be made available to pupils through a platform such as Microsoft Teams, Showbie, Class Dojo, as appropriate to the individual</p>	<p>11.1 Headteacher to communicate the decision to close a 'bubble' with the Director of Education and ATLP Head of PR and Communication.</p> <p>Headteacher to communicate with all stakeholders in line with guidance from Public Health England.</p> <p>Senior leaders to communicate expectations of remote teaching within school context to all stakeholders.</p> <p>11.2 Subject leaders to coordinate the recording of lessons with due consideration of workload.</p> <p>Teachers should record</p>

			<p>school's communication policy.</p>	<p>lessons that align with the subject medium term plans.</p> <p>Teachers to upload pre-recorded lessons to the school's VLE or appropriate platform before 08.00 on the day of the lesson.</p> <p>Senior leaders and subject leaders to quality assure provision to ensure that lessons are appropriate and safe.</p> <p>Subject and pastoral leaders to monitor student engagement with lessons and liaise with parents/carers as required.</p> <p>At primary, there is a minimum expectation of a pre-recorded daily lesson in reading / phonics, writing, maths and one other curriculum area.</p> <p>Primary schools will ensure that all pupils have access to story time at least three times a week led by support staff.</p> <p>11.3 Teachers/subject leaders will instruct pupils to submit</p>
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			<p>11.3 Key assessments will be identified in-line with medium term plans and will be reflective of the requirements of each key stage. For example, at KS4 and 5, pupils could be required to complete timed assessment and extended pieces of work.</p> <p>11.4 Formative assessment will be ongoing, allowing pupils to reflect on their progress.</p>	<p>identified key pieces of work for assessment purposes.</p> <p>Senior leaders will coordinate key assessments across the curriculum.</p> <p>Teachers will submit data from key assessments in-line with the school's assessment policy.</p> <p>Subject and pastoral leaders to monitor the completion of key assessments and liaise parents/carers as required.</p> <p>11.4 Teachers will plan for a variety of formative assessment opportunities. These can be through quizzes designed and submitted utilising Microsoft Forms.</p> <p>Senior leadership of T&amp;L to provide ongoing CPD on appropriate strategies for on-line formative assessment.</p> <p>Quality assurance by subject leaders provides an overview of formative assessment</p>
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			<p>11.5 All pupils identified on the SEND Code of Practice will be provided with additional support.</p> <p>11.6 All pupils will receive regular communication from the school to monitor well-being and identify safeguarding concerns.</p>	<p>across all classes.</p> <p>11.5 SENCO to coordinate the support of pupils on the SEND Code of Practice. Including relevant safeguarding planning (adult to be present with all live communication on-line).</p> <p>Teaching Assistants will contact their designated pupils requiring educational support. A twice weekly meeting via Microsoft Teams with each pupil to ensure that they can access and understand remote lessons.</p> <p>11.6 Senior leader for pastoral care to coordinate the support of pupils in-line with school context. Including relevant safeguarding planning.</p> <p>Support staff to contact an allocated a group of pupils in-line with school expectations.</p> <p>DSL to communicate to all stakeholders the procedure of reporting any safeguarding</p>
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			<p>11.7 Vulnerable Pupils and the children of critical workers will receive face-to-face and appropriate provision at all times.</p> <p>11.8 All staff are expected to access and respond to emails at least two points across the school day (communicated at school level).</p>	<p>concerns.</p> <p>11.7 Senior leadership link for the timetable to ensure appropriate staffing for face-to-face provision.</p> <p>Subject leaders and teachers to provide appropriate resources for face-to-face provision.</p> <p>11.8 Senior leaders to communicate school's expectations of staff.</p>
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