



**PRESTON MUSLIM GIRLS**  
**— HIGH SCHOOL —**

Education with Patience Modesty Gratitude Humility Sincerity

# REMOTE LEARNING POLICY

<b>Approved by:</b>	Mufti Javid	Review Period: 2 Years
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## Introduction

1. 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.
2. Access to continuous high-quality education is the right of all our pupils and the provision of remote education is a key aspect of our school improvement strategy.

## Aims

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

## Who is responsible for this policy?

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

## Definitions of Teaching and Learning Models

12. **Simultaneous learning:** teaching model in which the teacher is in the physical classroom teaching pupils face-to-face while teaching others 'live' online at the same time.
13. **Adaptable 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 pupils are being taught. Some pupils may also be accessing learning from home. A member of staff is in the classroom supervising students who are in school as they access the lesson.
14. **Online learning:** teaching model in which the teacher/s and pupils 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 pupils 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.

## Equipment

19. The school's learning platform is MS Teams.
20. In classrooms/ teaching rooms, teaching staff are provided with touch screen devices (interactive whiteboards, laptops).
21. In the event of simultaneous teaching, all pupils will be able to see the content being delivered by the teacher.
22. All teachers are provided with desktop cameras and microphones to enable simultaneous teaching.
23. Pupils working from home require access to a laptop with functioning microphone and speakers. A camera facility will enable higher quality learning if a fully online model is required.
24. Pupils may require a camera (such as on a smartphone) to photograph and upload work completed on paper.

## General Guidance for remote learning

25. Every effort will be made to ensure that curriculum quality, breadth and balance are not sacrificed where pupils are required to learn remotely. The school's schemes of learning and Medium-Term planning will continue to be delivered.
26. Remote learning will follow the normal school timetable. Pupils need learning routines and consistent expectations when working at home. Every effort will be made to ensure equality of curriculum provision and continuity between pupils 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.
28. Online learning will be complemented with resources to support pupils' 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 pupils in school or at home.
31. In the situation where some pupils 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 pupils are physically based.
32. In the event of full lockdown, all pupils will access live learning via MS Teams.
33. Teachers will assess pupils' remote learning in appropriate ways. Depending on the nature of the work that pupils 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 more detailed feedback and assessment. Pupils are entitled to receive high quality developmental feedback, irrespective of whether they are learning remotely or in class. The school's assessment policy applies in both contexts.

34. Where a pupil has SEND, appropriate differentiation will take place. This may involve setting alternative tasks, using supplementary resources and, where appropriate, having a teaching assistant attached to online learning groups to ensure that appropriate support is given. Microsoft Learning Tools may also help teachers to meet the needs of pupils with SEND.
35. Scheduled subject assessments may take place online. The same conditions and time constraints for completing assessments should be applied, wherever pupils' learning takes place.
36. Opportunities for pause points need to be built into a pupil's remote learning day, just as they are during a day in school.
37. Staff will maintain contact with all pupils 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 pupils who may need more regular checks to be made. The school will maintain a schedule identifying which pupils are to be contacted, by whom and when.
38. Individual reading is an essential component of all pupils' learning. All pupils have access to age appropriate reading books through the Oak National Academy virtual library. Additionally, year 7 and 8 students have been given a hard copy of book from the Book Trust Book Buzz Scheme.

## Using online learning

### Access

39. The School will conduct an initial audit to ascertain which pupils do not have a device or connectivity.
40. Parents will be asked to notify schools if there are changes to their home IT access.
41. Where pupils do not have a suitable device, every effort will be made to provide them with the necessary equipment.
42. All pupils will be issued with MS Team login details for every subject. This will take them to the lesson that they are to join, while they would access it following their standard timetable.

Teachers will upload resources to the MS Teams sites for each of their classes. Any resources that are recommended will be quality assured by the school to check that they complement the school's schemes of work and enable progressively sequenced learning.

43. Pupils' work should be recorded on paper or digitally using tools such as Assignments and One Note notebook, depending on the nature of learning.

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

44. Pupils will log into MS Teams daily to access their lessons, including registration and follow their normal timetable.

45. Punctual attendance is expected.
46. The teacher will welcome the pupil(s) who are learning remotely at the start of the lesson. The teacher may face the camera on the promethean screen/whiteboard/working area to demonstrate modelling that the teacher is undertaking so that they are receiving the same input as the rest of the class.
47. The 'remote' pupil will be able to see documents, text, PowerPoint presentations and models shared by the teacher, on their own screen.
48. The teacher will deliver full class input and then mute their microphone when the class are carrying out tasks.
49. The teacher, as part of their monitoring, can unmute their microphone and privately ask the 'remote' pupil a question.
50. Each time the teacher addresses the whole class, they will unmute their microphone.
51. It is for the teacher to decide at what points during the lesson pupils' cameras should be switched off.
52. Teachers may decide to use the MS Teams 'chat' function during lessons, enabling the 'remote' pupil to ask the teacher a question. The teacher will monitor this throughout the lesson.
53. The 'remote' pupil may record their work electronically or in a physical workbook. If the work is recorded electronically, it can be uploaded into MS Teams and in the Assignments section. If the work is completed as a hard copy, it can be photographed and shared on MS Teams.
54. Pupils 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.
55. Further checks on wellbeing may be considered using digital tools, such as MS Forms and SurveyMonkey, as appropriate.

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

56. The teacher will deliver the lesson via MS Teams. This is shown on a large screen in the classroom. The pupils will work in the classroom / other teaching space and may be supported by a teaching assistant. Students who are in school will have their lesson supervised whilst the subject teacher delivers the lesson remotely.
57. The teacher is responsible for setting up the lesson as a meeting and inviting pupils to join. This will enable pupils to share the teacher's screen. The teacher needs to arrive punctually in order to welcome the class.
58. The teacher should use their camera and microphone effectively to ensure that all pupils 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 pupils.
59. Microphones will be muted in the classroom unless a pupil is giving a response to a question or the teaching assistant or other staff member is providing feedback to the teacher.
60. It is for the teacher to decide at what points during the lesson pupils' cameras should be switched off.

**Online teaching where the whole class bubble and teacher are at home self-isolating**

61. The teacher will deliver lessons online via MS Teams.
62. Lessons will take place in accordance with pupils' normal timetable, including registration and punctual arrival is essential.
63. A typical lesson will include a blend of direct inputs from the teacher and tasks that pupils will complete independently themselves. The balance of activities will ensure that pupils do not spend too much time on screen.
64. All pupils will be muted during teacher input, but they can be asked individually to share their ideas with the rest of the class.
65. It is for teachers to decide if and when they wish pupils' cameras to be switched off during the lesson.
66. The 'chat' function can be used for pupils to ask questions or share their ideas.
67. Pupils who are receiving remote teaching, whilst school is open as normal, will receive regular phone calls (at least once per week) by a staff member to check on their progress and wellbeing.

### Staff roles and responsibilities

Roles defined below are specific to the remote learning context

68. The **Headteacher and SLT** are responsible for:

- ensuring that staff, parents and pupils 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 pupils' education does not suffer.

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

- supporting the work of teachers, including supply staff, 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 work are readily accessible
- ensuring that schemes of learning are being followed and that there is alignment between the learning being undertaken by pupils who are learning remotely and that of their peers who are learning in class
- monitoring the quality of remote learning in their subject.

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

- reminding pupils 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 pupils, irrespective of whether they are learning in class or remotely
- assessing pupils' work and providing pupils with appropriate developmental feedback
- deploying teaching assistants appropriately to support teaching and learning
- identifying pupils requiring additional support and making these a priority • uploading resources to MS Teams. • maintaining a record of pupils' 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.

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

- monitoring attendance and engagement of pupils 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 pupil 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 pupil and class teacher to resolve
- encouraging and motivating pupils learning remotely by devising and contributing to the schedule of phone calls home. (Each self-isolating pupil should be contacted at least once during the week. Phone calls may be made by heads of year, subject teachers, senior leaders, teaching assistants as appropriate.)

72. The **Designated Safeguarding Lead (DSL)** is responsible for:

- ensuring that daily check-ins occur with identified vulnerable pupils 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 technician to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils 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 pupils who may be at risk if they are learning remotely
- ensuring that child protection plans continue to be implemented while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternative arrangements for pupils who are at a high risk, where required
- identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place
- liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.

73. The **SENDCO** is responsible for:

- liaising with the IT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- ensuring that pupils with EHC plans continue to have their needs met while learning remotely
- identifying the level of support or intervention that is required for pupils with SEND to enable them to learn remotely
- identifying specialist software packages to support individual pupils
- ensuring that the provision put in place for pupils 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.

74. **Teaching assistants** are responsible for:

- supporting pupils 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 pupils if not engaging with learning
- making daily phone calls to assigned pupils to check on their welfare (as directed by the teacher / SENDCO).

75. The **IT technician** is responsible for:

- overseeing and supporting the setup of the MS Teams infrastructure in school
- ensuring that all PMGHS-owned 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 pupils and staff
- supporting staff who are logging into MS Teams from home, as required
- supporting any pupils who are having technical problems with their hardware or software.

## Staff training

76. The CPD lead is responsible for assessing training requirements of staff, supporting their development and accessing external training where required.

77. All staff receive induction and training to enable them to deliver online lessons. This includes, MS Teams and MS Assignments.

78. An online library of training materials to meet the needs of staff who are further developing their online pedagogical skills will be made available. As well as accessing these materials directly, leaders and teachers can request direct support from the ICT technician.

79. All staff are required to read and uphold the staff code of conduct for online teaching (see appendix 1).

## Pupil training

80. Pupils will need a laptop with microphone and speaker facilities to access remote learning.

81. Pupils will be inducted on the use of MS Teams.

82. Pupils will need their school email address and password in order to join MS Teams lessons. These should be memorised by pupils. Teachers will point out that any errors in transcription will prevent them from accessing the site.
83. Staff will provide additional support to pupils who may have difficulty in following the process of logging into MS Teams independently so that they practice the route before they are in the position of having to learn remotely.

## Parents

84. 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.
85. 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 pupils will be given a lesson timetable by the school.
86. 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. The school may also invite parents to an introductory webinar.
87. Parents will be provided with an outline of learning which will take place remotely.
88. A code of conduct outlining basic expectations will be provided for parents to read and uphold (appendix 2).
89. The school will provide parents with individual support accessing MS Teams if this is required.
90. The school will maintain regular contact with any pupils who are self-isolating via phone calls home, once a week.

## Behaviour and pastoral care

91. Pupils 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.
92. Assembly is a focal point for the class or school community. Joining assembly remotely will give pupils an important sense of belonging.
93. Where pupils are self-isolating, the appropriate codes should be used in the school register. The X code is particularly relevant to the COVID context and resulting self-isolation.
94. Accurate and timely completion of registers will ensure that pupils who should be learning remotely are swiftly identified and included in lessons.
95. Teachers will make checks on pupils' attendance at all online lessons. The school will contact parents if pupils have not joined sessions to ascertain reasons and offer support in finding solutions. Attendance of self-isolating pupils is essential in order that they access the full sequenced curriculum and make good progress.

96. The requirements for online behaviour (using the chat function courteously to express ideas, being punctual to lessons, joining in when asked to respond, working hard) will be discussed with pupils.
97. All pupils will be asked to abide by the pupil code of conduct relating to remote learning (appendix 3).
98. Pupils will be encouraged to let staff know if they have a problem with which they need help.
99. The positive rewards culture that school maintains during 'normal' times will continue when pupils are learning remotely, so that good behaviour and embodiment of the PMGHS values is recognised.
100. The school's safeguarding policy and procedures continue to apply when pupils are learning remotely.

## Online safety

101. 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.
102. Pupils should be directly taught practical online safety techniques in age-appropriate ways throughout their school lives.
103. Key considerations for online safety when planning remote learning are to be applied with regard to video and audio delivery to ensure that pupils and staff remain safe at all times.
104. 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 pupils. 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 pupil who is subject to a child protection plan is to receive online one-to-one teaching, a member of staff should attend, or if that is not possible, a member of staff will visit during the session.
105. Staff should wear suitable clothing for lessons, as should pupils and household members in the event that cameras are to be used. If pupils 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 pupils who are on camera and joining lessons from home.
106. Staff and pupils should always use appropriate language during online learning, as should others in the household who may be audible.
107. 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. Pupils should indicate they require attention by using the MS Teams facility to raise their hand.

Pupils must follow teachers' directions with regard to the use of hardware and software. The school's behaviour policy will apply to any pupil who does not use equipment responsibly. In the case of particularly poor behaviour, the teacher will remind the pupil of the required behaviour. If behaviour persists that interferes with the learning of other pupils, or is a safeguarding risk, the teacher can remove a pupil from an online session and refer them to the Head of Year to be addressed via the school's behaviour policy.

108. 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 pupils. The recording of lessons by pupils or families is forbidden.

109. 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.
110. Staff should remain aware that they are visible whenever their camera is switched on and audible whenever their microphone is unmuted.
111. PMGHS will ensure that all PMGHS-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.
112. 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 insured.
113. 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**

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

## **Data protection**

115. This policy should be read in conjunction with the school's Data Protection Policy.
116. 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.
117. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote teaching and learning.
118. Any data that is transferred between devices will be suitably encrypted.
119. Parents' and pupils' 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.
120. Paper copies of contact details will not be taken away from the school premises.
121. Pupils are not allowed to let their family members or friends use PMGHS-owned equipment. It is provided solely for the purpose of pupils' learning.
122. Any breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or Disciplinary Policy.
123. If the school decides that some lessons should be recorded so that pupils can revisit them, these lessons will be stored securely and only used for pupils in the class or group where the lesson was filmed. These recordings can be retained for one year and then destroyed.

124. If the school decides that teachers can 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

### PMGHS Staff Code of Conduct - Online Learning

The PMGHS values of Patience, Modesty, Gratitude, Humility and Sincerity – apply to remote learning as they do to learning in the conventional classroom.

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## Staff are expected to uphold the following principles.

### Staff should:

- briefly remind pupils of the need for positive participation and adherence to etiquette at the start of each lesson.
- maintain the same high expectations of pupil behaviour that apply in the physical classroom.
- use positive praise and rewards in recognition of engagement, effort and progress.
- remember that pupils may be anxious about remote learning; emphasise building positive relationships.
- sign into MS Teams shortly before the lesson is due to begin and ensure that all resources are in place.
- ensure that all pupils 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 always model high professional standards including using professional language and provision of high-quality resources.
- ensure that safeguarding requirements are met. In general, pupils should be taught in groups. Oneto-one meetings with pupils (such as the provision of individual support to a pupil 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 pupils 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 pupils online, ensure that all communication is through MS Teams or through school email. Never share personal details or contacts with pupils or communicate through social media or other channels.
- Inappropriate 'chat' with pupils is prohibited.
- Delivering our "normal curriculum". Please refer to your Long-Term Planning on the 5-year curriculum map and your medium-term plans for each half term or full term.
- Students will be following the normal school timetable and it is important that lessons are planned so that screen breaks are in place – this is where you might ask a student to complete a task in their exercise book. Give clear time limits and make it clear to your students that you are available for help if they need it while they complete this independent section of work. The nature of student tasks and the amount of expected work might need to differ if the same block of learning took place in the

classroom. Student work will be planned to ensure that students are not exclusively at screens for extensive periods. This is particularly important if you teach double lessons.

- Use your MTP, with adaptations for on-line learning so that lessons are best structured to support effective learning e.g. Use your live session for explicit instruction and Q&A, independent tasks that build on the previous live session followed by feedback.
- Ensure all PowerPoints include the standard non-negotiables (clear objectives, differentiation, application time, progress checks) and the first slide.
- Ensure students stay engaged by providing appropriate and timely feedback on tasks set.
- Ensure learning is structured so that students can complete work easily (e.g. in a series of small chunks/activities in ways that are familiar to them) and are thus motivated to complete subsequent tasks. Refer to the planned differentiation in your MTP to consider the needs of SEND students and EAL students. If you require any further specific guidance or support for any SEND/EAL students, please speak to the SENDco.
- Set work using “Assignments” in MST. Ensure you follow the submission/setting of work timetable – so that teachers/ students are not overburdened with extensive marking/ work.

## Appendix 2: Parent code of conduct for online learning

### Parent Code of Conduct - Online Learning

When pupils are learning remotely, they are joining ‘live’ lessons. Their teachers may be streaming the lesson from school or from another location, depending on the circumstances. Our expectation is that pupils continue to follow the full academic curriculum, attending lessons every day and participating fully. We expect pupils 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/carers 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.
- avoid making any comments, or sharing 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

### **Appendix 3: Pupil code of conduct for online learning**

#### **Pupil Code of Conduct - Online Learning**

**The PMGHS values – Patience, Modesty, Gratitude, Humility and Sincerity are just as important in remote learning as during time spent at school. Our expectations remain the same whether you are learning at home or in school.**

In the event of absence, self-isolation or being sent home by the school, you will be expected to continue to work to the best of your ability and ensure that you are learning effectively at home. In order to do this, pupils are expected to uphold the following principles.

**I will:**

- Log into Microsoft Teams, following my school timetable, for each subject including morning registration.
- Choose an appropriate place to study which is quiet and clean.
- Ensure I am dressed appropriately (you may wish to wear your school uniform) as you will be visible to your class. Ensure my appearance is appropriate for a school setting.
- My microphone should be muted when I first join the class – your teacher will unmute you or ask you to unmute at an appropriate time during the lesson.
- Keep my camera / web cam turned on at all times during lessons unless my teacher asks me to turn it off.
- 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.
- Use the 'chat' function appropriately as directed by a teacher / staff member, and only for the purpose they specify.
- Ensure that I use appropriate, respectful language when communicating verbally or digitally.
- Complete my work for each subject, as directed by my class teachers and to engage actively in lessons.
- Work should be my own. If I am are required to submit assessments electronically, I will follow the instructions given to me and complete work within the time limits which are set. Work should be uploaded in assignments.
- It is important that I submit my work to class teachers when they have asked me to. You should follow the "Homework Timetable".
- Any communication with my teachers should be via MT or the school email and must be about my work. If I have any difficulty with my work, I may message my subject teacher or email my class teacher using my school email account, during the normal school day and your teacher will be able to respond to you at an appropriate time. Please refrain from messaging and emailing outside of school hours.
- I must not take pictures or engage in inappropriate MT chat as this is a serious concern and will be reported to your Head of Year. Your parents will be informed of any inappropriate messaging by the Head of Year.
- Under no circumstances record the lesson or share any images from the lesson on any platform.
- Be a positive role model as a member of my school.
- Not create a private team or pseudonym user using the school's MS account.

- If I have borrowed school, IT equipment – I must ensure that it is kept safe and used only for schoolwork. Your use of the internet will be monitored.
- Loaned IT equipment should be returned to the school, once the school re-opens. You will be told how and when to do this.
- If I am producing hard copies of work,( anything which you cannot send to your teacher electronically) for example, in Art, because this is what your teacher has asked you to complete – it is my responsibility to store it safely at home and the school will advise you what to do with this when you return to school.