



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

REMOTE LEARNING POLICY

Secondary Setting



Document control

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Introduction

1. During the pandemic, Star schools adapted their teaching so that pupils could access lessons remotely and therefore have the best possible continuity of provision during periods of lockdown or self-isolation.
2. Access to continuous high-quality education is the right of all our pupils and the provision of remote education continues to be part of our offer for pupils who have medical needs that necessitate their short-term absence from school.
3. Any pupil who is suspended from school will be expected to attend remote learning.
4. Any pupil who is expelled from school will be expected to attend remote learning for the first five days of their exclusion.
5. Remote provision will be made in the event of an unplanned school closure, for instance in the case of heavy snow.
6. Remote provision will be made available in the event of infection necessitating school closure or the self-isolation of affected staff or pupils.

Aims

7. To ensure that all pupils have access to high quality teaching when they are learning off site.
8. To ensure that all pupils have appropriate resources to support their learning.
9. 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.
10. To enable staff who are isolating at home to teach pupils in school and elsewhere.
11. To ensure that pupils' online learning takes place within a safe environment.
12. To ensure that pupils' learning is delivered in a way that takes account of their age, stage of development and any additional needs.
13. To support parents as valued partners in their children's education.
14. To support the mission, vision and values of the trust and its establishments.

Who is responsible for this policy?

15. The trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or trust framework. The trust has delegated day-to-day responsibility for operating the policy to Star Central, the local accountability board and the principal of each trust secondary school.
16. The local accountability board and senior leadership team at each trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Attendance codes

17. An 'E' code will be used for any pupils who is accessing remote learning because they are suspended from school.
18. An 'E' code will be used for the first five days of exclusion for any pupil who is accessing remote learning because they have been expelled from school.



19. An 'I' code will be used for any pupil who is medically unable to attend school but is fit enough to access remote learning from home.
20. A 'Y' code will be used for pupils who are absent from school because of unforeseen closure (such as in the case of heavy snow or lack of utilities).
21. In the event of a pandemic necessitating closure of schools or self-isolation of individuals, the trust will await and implement national guidance on the use of attendance codes.

Definitions

22. **Simultaneous learning or hybrid 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.
23. **Flex learning:** teaching model in which the teacher is in a location other than the physical classroom (such as at home). The lesson is live streamed to an interactive whiteboard in the classroom where pupils are being taught. Some pupils may also be accessing learning from home.
24. **Fully 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.
25. **Synchronous learning:** real-time teaching and learning, either online or face-to-face.
26. **Asynchronous learning:** online learning without real-time interaction.
27. **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.
28. **Blended learning:** combination of face-to-face teaching and online learning, blended together.

Equipment

29. The school's learning platform is MS Teams.
30. In classrooms/ teaching rooms, teaching staff are provided with touch screen devices (interactive whiteboards, laptops or Wacom style tablets).
31. In the event of simultaneous teaching, all pupils will be able to see the content being delivered by the teacher.
32. All teachers are provided with wireless headsets with microphones to enable simultaneous teaching without background interruption.
33. Pupils working from home require access to a laptop with functioning microphone and speakers. A camera facility will enable higher quality learning in the event that a fully online model is required.
34. Pupils may require a camera (such as on a smartphone) to photograph and upload work completed on paper. The Office Lens and One Note applications can also be used for recording work.

General principles for remote learning

35. 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 work will continue to be delivered.



36. 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.
37. The principles and qualities underpinning effective teaching and learning are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom. The Star Teaching Framework defines these characteristics and is applicable in simultaneous, flex and fully online models.
38. Online learning will be complemented with academic resources to support pupils' acquisition of knowledge and consolidation of skills.
39. All classes in all subjects will have a dedicated MS Teams site.
40. Teachers who are self-isolating (but well) will teach via MS Teams to pupils in school or at home.
41. 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.
42. In the event of full lockdown, all pupils will access live learning via MS Teams.
43. School will make appropriate use of high-quality resources, such as those produced by Oak National Academy, to support learning. These will be used judiciously to complement the school's schemes of work, not to replace them.
44. 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. Approaches such as digital inking will be more appropriate in responding to sustained pieces of work either to provide an element of modelling or to provide summative comments. Low stakes quizzes created using Microsoft Forms, or similar applications, may also be used. MS Teams Assignment and One Note are helpful tools that may be used for feedback and assessment. 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.
45. Where a pupil has SEND, appropriate differentiation will take place. This may involve setting alternative tasks, using supplementary resources and, where appropriate, having a member of staff 'visit' the pupil during online learning. Microsoft Learning Tools may also help teachers to meet the needs of pupils with SEND.
46. Scheduled subject assessments may take place online. Schools may consider using programs such as Turnitin to identify plagiarism and help foster academic integrity. The same conditions and time constraints for completing assessments should be applied, wherever pupils' learning takes place.
47. Opportunities for pause points need to be built into a pupil's remote learning day, just as they are during a day in school.
48. 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.



49. Individual reading is an essential component of all pupils' learning. All pupils will be provided with age-appropriate reading books, including those from the Star Readers series, to read at home. Pupils will maintain records of their own individual reading.

Mechanics of online learning

Access

50. School will conduct an initial audit to ascertain which pupils do not have a device or connectivity.
51. The parents of any pupils joining the school will be asked to confirm their home broadband access and availability of a laptop on which their child can access lessons.
52. Parents will be asked to notify schools if there are changes to their home IT provision.
53. Where pupils do not have a suitable device, every effort will be made to provide them with the necessary equipment.
54. 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, at the same time that they would access it following their standard timetable.
55. Teachers will upload resources to the MS Teams sites for each of their classes. This may include links to resources such as those provided by Oak National Academy, BBC Bitesize, Bedrock, Accelerated Reader, Hegarty Maths, Tassomai and others. Any resources that are recommended will be quality assured by the school to check that they complement the school's schemes of work and enable progressively sequenced learning.
56. Pupils' work should be recorded on paper or digitally using tools such as 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

57. Pupils will dial in daily to access their lessons.
58. Pupils will follow their normal timetable. They will be issued with the login details of their lessons. Punctual attendance is expected.
59. The teacher may choose to use a headset with microphone to deliver the lesson. This has the advantage of blocking out background noise for the 'remote' pupil and helping to maintain a safe environment.
60. The teacher will welcome the pupil(s) who are learning remotely at the start of the lesson. During the lesson, care will be taken to have the camera facing the teacher's screen/whiteboard/working area rather than the class. This enables the pupil at home to see the modelling that the teacher is undertaking so that they are receiving the same input as the rest of the class. For some aspects of work, it may be necessary for the teacher's face to be visible to support pupils' learning.
61. The 'remote' pupil will be able to see documents, text, PowerPoint/Sway presentations and models shared by the teacher, on their own screen.
62. The teacher will deliver full class input and then mute their microphone when the class are carrying out tasks. They may also switch off the camera when the pupils are working independently.
63. The teacher, as part of their monitoring, can unmute their microphone and privately ask the 'remote' pupil a question.



64. Each time the teacher addresses the whole class, they will unmute their microphone.
65. It is for the teacher to decide at what points during the lesson pupils' cameras should be switched on or off.
66. 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.
67. 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. If the work is completed as a hard copy, it can be photographed and shared on MS Teams or returned to school by arrangement.
68. 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.
69. Further checks on wellbeing may be considered using digital tools, such as MS Forms, as appropriate.

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

70. 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, supported by the teaching assistant and/or other available staff who will manage behaviour and support the setting up of technical equipment.
71. 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.
72. 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.
73. 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.
74. It is for the teacher to decide at what points during the lesson pupils' cameras should be switched on or off.

Fully online teaching where the whole class bubble and teacher are at home self-isolating

75. The teacher will deliver lessons online via MS Teams.
76. Lessons will take place in accordance with pupils' normal timetable and punctual arrival is essential.
77. 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.
78. All pupils will be muted during teacher input, but they can be 'cold called' to share their ideas with the rest of the class.
79. It is for teachers to decide if and when they wish pupils' cameras to be switched on and off during the lesson.
80. Pupils may be assigned to team rooms for structured discussions with their peers. The teacher is able to visit the team rooms to check on progress.



81. The 'chat' function can be used for pupils to ask questions or share their ideas.
82. Pupils who are receiving remote teaching 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

83. Roles defined below are specific to the remote learning context
84. The **principal** is 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
85. The **Digital Leader or Ed Tech Leader** is responsible for:
 - arranging any additional training staff may require to support pupils during the period of remote learning
 - providing advice to staff on digital pedagogy
86. **Subject leaders** are responsible for:
 - supporting the work of teachers in their subject by providing advice as necessary on how learning can be adapted to the remote environment
 - ensuring that resources to support schemes of work are readily accessible
 - ensuring that schemes of work 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
87. **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 learning coaches/ 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

88. **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.)

89. 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 principal and IT technicians 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 principal 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

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

- liaising with the IT technicians and Digital /Ed Tech Leader 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

91. **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)

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

- overseeing and supporting the set up of the MS Teams infrastructure in school
- ensuring that all trust-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

93. Every school has a designated Digital Lead /Ed Tech Lead who is responsible for assessing training requirements of staff, supporting their development and accessing central training where required.
94. All staff receive induction and training to enable them to deliver online lessons. This includes, at the most fundamental level: MS Teams, MS Forms, MS OneNote.
95. All staff are required to read and uphold a staff code of conduct for online teaching ([see appendix 1](#)).

Pupil training

96. Pupils will need a laptop with microphone and speaker facilities to access remote learning.
97. Pupils will be inducted on the use of MS Teams.
98. 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.
99. Staff will provide additional support to pupils who may have difficulty in following the process of logging into MS Teams independently so that they practise the route before they are in the position of having to learn remotely.



Working with parents

100. Maintaining a strong relationship with parents will be a significant factor in ensuring the success of remote learning.
101. Parents will be informed in writing about the duration of their child's remote learning (template letters are provided by the trust). 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.
102. 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.
103. A code of conduct outlining basic expectations will be provided for parents to read and uphold ([appendix 2](#)).
104. The school will provide parents with individual support accessing MS Teams if this is required.
105. The school will maintain regular contact with any pupils who are self-isolating via phone calls home, at least three times per week.

Behaviour and pastoral care

106. 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.
107. Assembly is a focal point for the class or school community. Joining assembly remotely will give pupils an important sense of belonging.
108. Accurate and timely completion of registers will ensure that pupils who should be learning remotely are swiftly identified and included in lessons.
109. 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.
110. 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.
111. All pupils will be asked to abide by a code of conduct relating to remote learning ([appendix 3](#)).
112. Pupils will be encouraged to let staff know if they have a problem with which they need help.
113. 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 STAR values is recognised.
114. The school's safeguarding policy and procedures continue to apply when pupils are learning remotely.

Online safety

115. 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.



116. Pupils should be directly taught practical online safety techniques in age-appropriate ways throughout their school lives.
117. 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.
118. 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 chaperone should be provided, or if that is not possible, a member of staff will visit during the session.
119. 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.
120. Appropriate backgrounds should be selected by any staff or pupils who are on camera and joining lessons from home.
121. Staff and pupils should always use appropriate language during online learning, as should others in the household who may be audible.
122. 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.
123. 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,
124. 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.
125. No material should be recorded, stored, or distributed without the permission of the principal. 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.
126. 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.
127. Staff should remain aware that they are visible whenever their camera is switched on and audible whenever their microphone is unmuted.
128. The trust will ensure that all trust-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.
129. The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own /family-owned equipment and technology, such as ensuring that their internet connection is ensured.
130. 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

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

Data protection

132. This policy should be read in conjunction with the school's Data Protection Policy.
133. 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.
134. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote teaching and learning.
135. Any data that is transferred between devices will be suitably encrypted.
136. 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.
137. Paper copies of contact details will not be taken away from the school premises.
138. Pupils are not allowed to let their family members or friends use trust-owned equipment. It is provided solely for the purpose of pupils' learning.
139. Any breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or Disciplinary Policy.
140. If the school decides that some lessons should be recorded so that pupils can revisit them, these lessons will be stored correctly and only used for pupils in the year group where the lesson was filmed. These recordings can be retained for one year and then destroyed.
141. 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



Staff Code of Conduct - Online Learning

The STAR values – Service, Teamwork, Ambition, Respect – apply to remote learning as they do to learning in the conventional classroom.

Staff are expected to uphold the following principles.

Staff should:

- ✓ briefly remind 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 model high professional standards at all times including through the use of professional language and provision of high-quality resources.
- ✓ ensure that safeguarding requirements are met. In general, pupils should be taught in groups. One-to-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. Never share personal details or contacts with pupils or communicate through social media or other channels. Private 'chat' with pupils is prohibited.



Appendix 2: Parent code of conduct for online learning



Parent Code of Conduct - Online Learning (Secondary Setting)

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/carer I will:

- ✓ ensure, as far as possible, that my child can access their online lessons in a quiet environment.
- ✓ support my child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- ✓ encourage my child to participate fully in online lessons and to complete independent work set by the teachers.
- ✓ ensure that no element of an online lesson is recorded by my child, myself or family members.
- ✓ 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 (Secondary setting)

The STAR values – Service, Teamwork, Ambition, Respect are just as important in remote learning as during time spent at school.

Pupils are expected to uphold the following principles.

I will:

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