



# Oldbury Wells School

## Distance Learning Policy 2020

<b>Frequency of Review:</b>	Yearly
<b>Review Date:</b>	September 2020
<b>Next Review Date:</b>	September 2021 <i>Unless there is a material change</i>
<b>APPROVED BY:</b>	Governors Meeting : 7 <sup>th</sup> October 2020





## CONTENTS

1. Aims .....	2
2. Roles & Responsibilities .....	2
2.1 Teachers .....	2
Setting work .....	2
Providing feedback on work .....	4
Non-completion of work .....	4
Communication .....	5
Pupils .....	5
Parents .....	5
2.2 Teaching Assistants & Pastoral Workers .....	5
2.3 Subject/Cluster Leads .....	5
2.4 Heads of Year .....	6
2.5 Senior Leaders .....	6
2.6 Designated Safeguarding Lead .....	6
2.7 IT Staff .....	7
2.8 Pupils & Parents .....	7
2.9 Governing Body .....	7
3. Who to Contact .....	7
4. Data Protection .....	8
4.1 Accessing Personal Data .....	8
4.2 Processing Personal Data .....	8
4.3 Keeping devices secure .....	8
5. Safeguarding all Children .....	9
6. Online Safety .....	9
7. Use of live lessons (Microsoft Teams) .....	9
8. Access to IT equipment .....	10
9. Entitlement to distance learning .....	10
10. Workload & Wellbeing .....	11
11. Monitoring .....	11
12. Links to other policies .....	11

Appendix A – Teacher format for setting of work

Appendix B – Microsoft Teams Acceptable user guide

Appendix C – Communication for Distance Learning

Appendix D – Tiered approach to Distance learning



## Rationale

This policy is to ensure the ongoing education of Oldbury Wells pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc.

## 1. Aims

This distance learning policy for staff aims to:

- Ensure consistency in the approach to distance learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to distance learning
- Provide appropriate guidelines for data protection

## 2. Roles and responsibilities

Distance learning in school is the responsibility of the SLG member responsible for quality of education. They will be assisted by a Distance learning co-ordinator.

### 2.1 Teachers

When providing distance learning, teachers must be available during their normal school hours.

If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health and any access issues students may have.

When providing distance learning, teachers are responsible for:

#### Setting Work

- This will be done in line with the teacher's and student's normal school timetable; therefore, ensuring a broad and ambitious curriculum is delivered.
- Where possible the normal scheme of work should be adhered to as much as possible; therefore, ensuring that the delivery remains of a high quality and aligns as closely as possible with in-school provision.
- The amount of work set should reflect the normal lesson time of one hour. The school acknowledges that the pace of remote learning can be different, but no tasks should be shorter than 45 minutes.
- All distance learning work should be uploaded onto Show My Homework (SMHW). This is the school's main method for sharing distance learning work with both parents and students. It will be set as classwork so that any work is distinguishable from normal set tasks. As per the July 2020 DFE guidance '*We expect schools to avoid an over-reliance on long-term projects or internet research activities.*'
- The DFE guidance suggests that schools distance learning offer would reflect the local situation and has been tiered (Appendix D); therefore the school's approach is as follows:

**Tier 1:** The default position for areas in national government intervention is that education and childcare settings will remain open.



Pupils are in school therefore distance learning would not apply.

Work would be issued to those students who are self-isolating due to the official guidance.

- Pupil told to self-isolate for official reasons as part of Track & Trace or as part of a household.
- Pupil tested positive
- Pupil has returned from a non-term time Holiday and has been required to quarantine as part of government guidance

From the point of notifying the school and the booking of a test we will endeavor to issue work that follows the student's timetable within three working days. In the time before these students should continue to complete any homework tasks set in Satchel One (Show My Homework) and access any relevant work as part of the Oak National Academy:

<https://classroom.thenational.academy/>

Following this period staff will set work through Satchel One (Show My Homework)

If you believe you qualify for this provision – please notify the school via the absence line.

**Tier 2:** Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers:

- Students who are in school will receive normal lessons.
- Students who are out of school will follow their normal timetable and work will be set through SMHW and teachers will offer a live element through Microsoft Teams. (Page 8 & Appendix B).

**Tier 3:** Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

- Any selected year groups in school will receive normal lessons.
- Pupils who are classed as vulnerable or fall into the critical worker category will access distance learning work in school and be supported by a member of staff during the day.
- Students who are out of school will follow their normal timetable and work will be set through SMHW and teachers will offer a live element through Microsoft Teams. (Page 8 & Appendix B)

**Tier 4:** All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site.

- Pupils who are classed as vulnerable or fall into the critical worker category will access distance learning work in school and be supported by a member of staff during the day.
- Students who are out of school will follow their normal timetable and work will be set through SMHW and teachers will offer a live element through Microsoft Teams. (Page 8 & Appendix B)
- All work that is uploaded to SMHW must be set as an individual lesson. No large projects should be blocked in as these are too hard for students to manage their time. If project work is used the components of this must be broken down into individual lessons and tasks must be clearly defined.



- All distance learning work must be added onto the system before 5pm the day before. This allows both pupils and parents to plan their time and manage workload.
- All work must where possible be fully differentiated and accessible to all students. A recommended format for the setting of distance learning can be found in **Appendix A**.

### **Providing Feedback On Work**

- All completed work from students will be uploaded to Show My Homework or emailed to the teacher.
- Assessment & feedback should continue in line with the school's marking & assessment policy. This includes the frequency and format of feedback.
- Teacher feedback should be done through Show My Homework.

### **Non- Completion of Work**

- If two pieces of work have not been submitted teachers should make contact in the following order:
- Firstly, send a reminder to the student concerned through SMHW giving them a clear deadline for submission. (This should also be recorded in SMHW so that a monitoring report can be completed to identify students who may require some support).
- Secondly, after no response parents should be contacted through email and if no response a phone call should be made. Teachers are reminded to check any reports/notes in SMHW before doing this as not to add to any personal issues. If in doubt teachers should check with key workers or the Head of year.

In the event that a student is not completing work and if local/national circumstances allow a student maybe invited into school for a mentoring meeting to help get them back on track or they may attend over a period of time.

### **Communication with Pupils who aren't in School and their Parents**

#### **Pupils**

- The main tool for communicating with students is the messaging function within SMHW.
- Teachers are expected to be on call during a normal, timetabled lesson and to respond to any queries students may have regarding any tasks. However best practice would suggest that any live teaching through Microsoft Teams is more effective in terms of managing workload and providing effective support.
- The school's form tutors will also hold a weekly form tutor meeting through Microsoft Teams to check on progress and to support pupils.

#### **Parents**

- If a member of staff needs to contact a parent, the main method of communication for distance learning should be firstly through email. If this is not effective then a phone call home should be made. Teachers must be mindful of any personal circumstances that may impact on the completion of distance learning tasks.
- Likewise, if a parent needs to contact a member of staff they should predominately use email to make initial contact. Key contact email addresses are available on the website. **(Appendix C)**
- As per the school's social media and communication policy - Parents should always email the school, or the appropriate member of staff, about non-urgent issues in the first instance.



- We aim to acknowledge all emails within 2 working days, and to respond in full (or arrange a meeting or phone call if appropriate) within 5 working days. (Please note that these time scales may alter due to personal circumstances of all involved).
- If you need to contact a member of staff regarding any emerging issues, please contact the head of year in the first instance. (Contact details found in Appendix C). If your concern is more urgent and relates to safeguarding or emergencies, please email the schools designated safeguarding lead ([jamie.white@oldburywells.com](mailto:jamie.white@oldburywells.com)).
- If a member of staff needs to phone home, please be aware that the number may appear as withheld. Staff will rarely use their own personal devices to contact parents. In the rare event that this does happen staff will endeavour to ensure that any personal numbers are withheld.
- Teachers may organise contact through Microsoft Teams. The routines for these meetings are outlined in **Appendix B**.

## 2.2 Teaching Assistants/ Pastoral workers

When providing distance learning, teaching assistants must be available during their normal school hours. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When providing distance learning, teaching assistants/pastoral workers will be allocated students to work with. They will be responsible for:

- Communicating with assigned students/parents on a weekly basis to ensure they are accessing work and feeding back to teachers with any concerns
- Supporting pupils who aren't in school with learning remotely this may include discussing schoolwork and or helping to differentiate materials.
- Supporting pupils/parents with any pastoral issues and if needed to refer these to the Head of year or relevant senior leader.
- Where possible teaching assistants/pastoral workers may continue to offer support sessions through Microsoft Teams.

## 2.3 Subject / Cluster Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring high quality teaching by their teachers to meet pupil needs.
- Considering whether any aspects of the subject curriculum need to change to accommodate distance learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work/\_frequency and quality of marking/ feedback and quality of teaching set by teachers in their subject – via reports in SMHW and work sampling. The review of distance learning should be ongoing through regular departmental/ cluster meetings.
- Alerting teachers to resources they can use to teach their subject remotely and to consider the impact of these on workload.
- Showcasing any work completed through the school's website and social media feeds.



## 2.4 Heads of Year

Alongside their teaching responsibilities, pastoral leads are responsible for:

- Ensuring engagement and learning of their year group.
- Monitoring the remote work of pupils within the year group by using the reports generated in SMHW and creating interventions for students who may be struggling.
- Issuing praise for those who have consistently met deadlines or produced high quality work.
- Working with teachers to provide any feedback on the quality/accessibility of distance learning.
- Liaising with teaching assistants/pastoral workers to ensure pupils are supported in both pastoral and academic matters.
- Contacting home and acting as a point of communication for parents.
- Co-ordinate the work of the form tutors. *(There should be the opportunity for one Teams meeting per week where pupils can drop in to give an update to their form tutor).*
- Showcasing any work/achievements completed through the school's website and social media feeds.

## 2.5 Senior Leaders

The senior leader with responsibility for distance learning is Scott Wycherley (Deputy Headteacher).

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring distance learning is effective and all staff and students are engaged in high quality teaching and learning.
- Co-ordinating the distance learning approach across the school.
- Monitoring the effectiveness of distance learning - through regular meetings with teachers and subject leaders, reviewing work set, carrying out surveys with key stakeholders - feedback from pupils and parents.
- Monitoring the security of distance learning systems, including data protection and safeguarding considerations.
- Ensuring staff and pupils are sufficiently trained in the use of distance learning systems (Show my Homework and Microsoft Teams).

## 2.6 Designated Safeguarding Lead

The senior leader with responsibility for safeguarding is Jamie White (Assistant Headteacher).

All matters in relation to safeguarding are as laid out in the schools safeguarding policy available on the website.

As well as the duties outlined in the safeguarding policy the DSL is responsible for:

- Ensuring safeguarding is effective.
- Co-ordinating the work with external agencies to support pupil welfare during any periods of distance learning.
- Co-ordinating the schools work in the delivery of strategies to promote good mental health.
- Monitoring the progress and welfare of identified pupils.
- Co-ordinating the allocation of any in-school provision for key worker or vulnerable pupils.



## 2.7 IT Staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing.
- Reviewing the security of distance learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices – this includes passwords.
- Updating the schools learning zone on the website to support distance learning.

## 2.8 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they should acknowledge that pupils may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Be respectful and polite when communicating with staff.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- To help support students in engaging with work.
- Seek help from the school if they need it – a key contact sheet is included in **Appendix C**.
- Be respectful and polite when raising any concerns known with staff.

## 2.9 Governing Board

The governing board is responsible for:

- Ensuring the schools approach is effective and fit for purpose.
- Monitoring the school's approach to providing distance learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that distance learning systems are appropriately secure, for both data protection and safeguarding reasons.

## 3. Who to Contact

If parents have any questions or concerns, they should use the contact sheet to identify key individuals. We would recommend that any initial concerns or questions in relation to distance learning should always be directed towards the pupil's teacher in the first instance.

The main contact details are outlined in **Appendix C**.



## **4. Data Protection**

### **4.1 Accessing Personal Data**

When accessing personal data for remote learning purposes, all staff members will follow the main guidance set out in the main data protection policy.

- All school information can be accessed through secure systems remotely – all have password access.
- When accessing this information school devices should be used rather than personal devices.
- Staff who may require a laptop to undertake their duties as part of any school closure will be issued with a school owned device.
- Staff are reminded that any school device is for their sole use in line with their professional duties.
- When working remotely staff must be aware of their work area and ensure that any device is locked if they leave their work area.

### **4.2 Processing Personal Data**

Staff members may need to collect and/or share personal data such as email addresses to support distance learning. If this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded that best practice is to collect and/or share as little personal data as possible online.

There are temporary amendments for the processing of personal data added to the GDPR policy in the event of any need for distance learning.

If in doubt staff should contact the school's data protection officer (Scott Wycherley – Deputy Headteacher) for any advice.

Likewise, in the event of a data breach please make immediate contact with the school's data protection officer.

### **4.3 Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol). This is essential as all distance learning systems are password protected.
- Ensuring that any information is not stored on the hard drive, but is uploaded to the schools cloud based system (One drive). If a hard drive must be used it will need to be encrypted (Using Bitlocker) - this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.
- Not installing any software without consulting the network manager.
- Being vigilant about email (spam) and informing the network manager.



## 5. Safeguarding All Children

Staff are aware that any distance learning is a difficult time and potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the schools safeguarding policy.

The school will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls.

## 6. Online Safety

The use of IT based distance learning packages also puts students at a greater risk as more time is spent on line.

As a school all pupils are issued with a school-based email account along with a Microsoft account. This should be used by students to access distance learning systems and communicate with teachers.

All users, including students, have signed up to an acceptable user agreement to support the safe use of these systems.

As always, we will continue to have appropriate filtering and monitoring systems in place when students use school-based software. Any school equipment is always filtered and monitored.

We recommend, however, that parents also check their home broadband settings as many come with filtering options. The school does not have control over a household's personal internet access or a student's personal device.

On the school website there is guidance to support e-safety:

<http://oldburywells.com/parent-information/learning-zone-online-safety>

## 7. The Use of Live Lessons (Microsoft Teams)

The school recognises the impact of live content to supplement the setting of distance learning through Microsoft Teams. No other platform will be used.

Where users are using Microsoft Teams and interacting online, they will continue to follow our existing policies code of conduct & IT acceptable use policy.

All use of Microsoft Teams will be pre-planned.

The full expectations for the safe use of Microsoft Teams can be found in **Appendix B**.



Teachers will aim to use Microsoft Teams to supplement the work set in SMHW where it is practical.

## 8. Access to IT Equipment

The school understands that distance learning requires ICT to fully participate in distance learning and is aware that some of our remote catchment areas struggle with internet access.

If any student is struggling with ICT access we will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

The school has been awarded some IT equipment through the Department for Education. Laptops, tablets and 4G wireless routers have been made available to academy trusts.

These will be allocated to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 11 pupils)

Each year the school will conduct an IT equipment survey to look at provision out of school.

The school will also look at its available IT equipment in the event of school closure and if possible, allocate these based on need and circumstance. For example, if a pupil is in year 11/13 we would prioritise this. However please be aware that we are not able to guarantee allocation for all.

The school takes part in a purchase scheme for parents allowing them to purchase suitable equipment – details can be found on the website ([www.oldburywells.com](http://www.oldburywells.com))

## 9. Entitlement to Distance Learning

As per the DFE guidance for full opening of schools July 2020. It states the following:

*'School attendance will therefore be mandatory again from the beginning of the autumn term.'*

As a result, students should be in school in normal circumstances. In the event of any decision to close the school these pupils will be entitled to 'immediate' distance learning. However, in normal circumstances (i.e. school is open) these students will not be entitled to distance learning materials.

The only exceptions to this are as follows:

- a. 'A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus'

If a student has tested positive, they must remain at home for 10 days or if they have come into contact with someone who has tested positive, they must remain home for 14 days.

- b. 'Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education'

These students (a&b) are entitled to distance learning work.

Student with these circumstances will be set distance learning through SMHW or at times be asked to join a live Teams sessions.

The school approach will reflect the tiered approach set out by the DFE (Page 3-4 and **Appendix D**).

The progress of these students will be monitored as per the expectations set out in this policy.



## 10. Workload & Well-Being

Experience has taught us that any period of distance learning is difficult, and all members of the school community must be mindful of personal circumstances surrounding any outbreak or any possible lockdown.

Therefore:

- All communications must always be respectful and should mainly take place during the hours of 8am to 5pm unless the issue is urgent.
- Not all lessons, but the majority, will have a live element as it is noted that it can take longer to create resources, plan lessons and mark when using distance learning.
- To support pupil well-being we will use an independent study day that will be published to pupils (timetabled) giving them an opportunity to catch up, explore curriculum areas in greater depth and/or simply take a break from looking at a screen.

## 11. Monitoring

This policy will be reviewed yearly and at every review it will be approved by the local governing body. It may however, need to be reviewed with any significant national instructions from the DFE.

## 12. Links to Other Policies

This policy is linked to our:

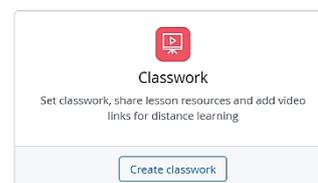
- Behaviour policy
- Child Protection Policy and Coronavirus addendum to our child protection policy
- Data Protection Policy and Privacy Notices (GDPR)
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Digital Technology & E-Safety Policy

## Appendix A: Teacher Format for Setting Distance Learning Work

All distance learning work should be set through Show My Homework.

Distance learning Work must be set as **classwork** so that any work is distinguishable from normal set tasks.

A recommended format is outlined below:



**TITLE:** Must include the date and period of the lesson

*Explain the context of the task i.e. what you would do if you were stood in front of the class. Explain what resources/links have been attached. How does this work fit into a sequence of learning? (Last lesson/future lesson)*

### **TASKS:**

#### **CORE TASKS (COMPLETED BY ALL):**

SET OUT CLEARLY WHAT TASKS YOU NEED ALL STUDENTS TO DO AND HOW YOU WOULD LIKE THEM COMPLETED - THESE SHOULD BE THE FUNDAMENTALS THAT STUDENTS NEED TO KNOW ie. KEY TERMS/IDEAS ETC...

#### **SUPPORT TASKS:**

SET OUT WHAT SUPPORT ACTIVITIES/RESOURCES YOU HAVE INCLUDE TO SUPPORT STUDENTS

#### **CHALLENGE TASKS:**

SET OUT TASKS THAT YOU WOULD EXPECT SOME STUDENTS TO COMPLETE - THESE MIGHT BE A BIT MORE DIFFICULT & CHALLENGING

**IS THERE A LIVE ELEMENT VIA MICROSOFT TEAMS?** (You can include a link here to any live sessions)

**SAY WHETHER YOU WOULD LIKE STUDENTS TO SUBMIT WORK OR NOT**

**GIVE STUDENTS OPTIONS FOR SUBMISSION:**

ONLINE VIA SMHW: <https://help.teamsatchel.com/en/articles/2912000-submitting-my-work-online>

1. Upload a document that you have completed electronically
2. Take a picture of your handwritten work and upload that
3. E-MAIL to your teacher directly

## Appendix B



Oldbury Wells

# A Students Guide to Microsoft Teams

Expectations of Use – Parents, Students and Teachers

Resources if using your phone or tablet

Resources if using a PC, Mac or Chromebook

## **Microsoft Teams – Acceptable Use Guidance**

This statement applies to all functions Microsoft Teams (video conferencing, live chat, and the ability to host webinars). All users are reminded that the schools IT policy includes any school-based systems that may be used outside of school.

Microsoft Teams has been identified as an additional way of delivering distance learning during this period of enforced school closure. The school's main method of setting work is still through Show My Homework. The school is providing opportunities for these lessons to ensure teaching and learning can continue but for many this is a new experience, and everyone involved in video conferencing must remember that the usual school protocols still apply. We are providing this guidance to ensure that participants are clear about the expectations on them.

### **Parents:**

- When Microsoft Teams events are scheduled – they will be calendared (appear with at least 24 hours notice) and also content will be identified in Show My Homework.
- If your child is taking part in a Teams lesson, they will receive an email from the teacher (at least 24 hours in advance) which will include the date and time of the lesson.
- Microsoft Team lessons will be recorded and used subsequently with students who missed the initial session. (This content will not be shared outside of the school community and will ensure safety for all users).
- Please identify a suitable location for your child to use for the video lesson, for example a living room or dining area. Bedrooms should not be used.
- Parents should ensure that as far as possible distractions are removed and there is quiet.
- Parents should make every effort to support lessons delivered in this way by ensuring their child is suitably dressed, prepared and ready to learn.
- Parents should familiarise themselves with the expectations on pupils set down in this guidance and ensure their child adheres to them.
- Parents are responsible for ensuring that the privacy of other family members is maintained during video sessions.
- Remember, lessons delivered online are still lessons and pupils are expected to present themselves and behave appropriately. High standards of behaviour are expected for online learning sessions just as they are in the classroom.

### **Teachers:**

- Teachers will ensure that they provide students with at least 24 hours' notice before engaging in Microsoft Teams meetings. All meetings are calendared.
- Teachers will only use the school approved video conferencing platform Microsoft Teams.
- Teachers will only use Microsoft Teams using their provided school email address (...@oldburywells.com)
- Teachers will record their sessions to ensure safety for all users and for those who may have missed the session.
- Teachers will keep a record of each Meet online (Date, time, length, attendees, topics).
- Online Meets will be kept to a reasonable time period, as devices and Internet may be in high demand at home. Sessions should be no longer than the timetabled lesson.
- Teachers will ensure students join the Meet with camera and microphones muted on entry.
- Teachers will ensure students abide by the School's Internet Acceptable Usage Policy at all times and pass on any infringements.

- Teachers must conduct sessions in a professional manner, including being suitably attired during online sessions and ensuring they are broadcast from an appropriate location.
- If broadcasting content from home the background should be blurred or altered via the screen settings.
- It is not compulsory for teachers to share their face. If staff feel uncomfortable then alternatives such as sharing resources and talking over that with the chat function on is appropriate for live learning.
- Where possible, video cameras should be used against a neutral background, with the light source directed towards the instructor's face.
- It is recommended teachers wear audio headsets if possible (to limit audio interruptions during conferencing sessions).
- At the end of a session the teacher must advise all students to leave the session and when all students have left the Meet, the teacher can then end the video conferencing session and terminate the meeting. Any students remaining in the room will be removed by the teacher.

#### **Students:**

- Will only use school technology systems for the purpose of education.
- Treat your video conference as you would a lesson. Be on time and be prepared.
- Be ready to learn and make sure you have class resources, pen, paper etc, at hand.
- Make sure you are in a suitable location; your device is charged (or plugged in).
- That you are suitably dressed prior to the beginning of each scheduled video conference.
- Ensure your video is switched off and your microphone is muted until a member of staff instructs you otherwise.
- If possible, you should wear a headset (ideally with a microphone) but this is not essential.
- Remember to behave as you would in school and abide by the school's normal rules.
- Chat functions should be used to ask questions and to answer teacher questions.
- Please use chat functions responsibly and sensibly. Remember anything you write is recorded.
- Do not record or take photos of your teachers or classmates during live sessions or share sessions via social media.
- Listen, focus on the lesson and learn.
- Avoid distractions such as your mobile phone etc.
- Respect your teacher, your fellow learners and yourself by doing your best just as you would in class.
- Remember your school are putting these lessons on for your benefit but not everyone who tries to contact you online has your interests at heart. If you have any worries or concerns about something that has happened to you on-line, please let the school know immediately.

These rules are set to keep all users safe and everyone has a responsibility to ensure that they are followed. If you misuse or disrupt the learning through Microsoft Teams you may lose your entitlement to participate in these sessions.

## Appendix C

### Communications for Distance Learning

For your use in the event of extended school closure.

The school website includes how to use ICT at home and has useful learning links in a newly created Learning Zone. Use this new section to help guide distance learning.

We know communication is key for us all right now. Here are some key contacts:

<b>Serious Welfare or Child Protection Matters</b> Ms Warner and Mr White	<a href="mailto:katharine.warner@oldburywells.com">katharine.warner@oldburywells.com</a> <a href="mailto:jamie.white@oldburywells.com">jamie.white@oldburywells.com</a>
<b>Show My Homework / email / ICT issues</b> Mr Williams, Mr Wycherley and Mr Thomas	<a href="mailto:andrew.thomas@taw.org.uk">andrew.thomas@taw.org.uk</a> <a href="mailto:tom.williams3@oldburywells.com">tom.williams3@oldburywells.com</a> <a href="mailto:scott.wycherley@oldburywells.com">scott.wycherley@oldburywells.com</a>
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// continued overleaf (subject contacts)

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Health communication: Please let us know if your family / child has had Coronavirus. Please email [attendance@oldburywells.com](mailto:attendance@oldburywells.com).

**Other useful numbers and contacts:**

Shropshire closures website: [www.shropshire.gov.uk/school-closures/](http://www.shropshire.gov.uk/school-closures/)

Childline: 0800 1111

NSPCC: 0800 800 5000

Child Protection FPOC (Shropshire): 0345 678 9021

## Appendix D

**Tiers of restrictions:** Taken from: <https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#tier-1>

### Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

### Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

### Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

### Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.