Notre Dame High School – Remote Learning Policy and Practice

Rationale

Remote learning is the term being used to describe when learners and teachers are not physically present together in the traditional classroom environment. As we continue to navigate uncertain waters with the current pandemic, our previous efforts and experiences in delivering remote learning and establishing a robust strategy and protocols stand us in good stead. With increasing numbers of pupils following the 'test and trace' advice to isolate at home, we must ensure that these pupils stay connected to their school, teachers and learning. So whilst we need to plan for school closure as a 'worst case scenario', we are also required to ensure that there is a consistent approach to a remote learning system for pupils who are isolating at home. As a school, we are using the Microsoft Teams platform which staff and pupils access via their Ipads.

Since August, staff have had the opportunity to develop their digital learning skills and gain extra training in features of remote learning. For example during a recent In – service day all staff worked in small groups to practice various remote learning features in Microsoft Teams such as, screen sharing, voice-overs on PowerPoint, whiteboard and how to use the class notebook features in One Note. A range of Apps and web-based resources were also shared in different groups. In trying to reach a consensus on a consistent approach to remote learning, we garnered staff views. Some pertinent points were:

- Remote learning should be timetabled and structured to benefit both staff and learners whilst also providing enough flexibility for those with caring responsibilities at home.
- Clear procedures should be followed when pupils are not engaging with learning to mitigate this in the future.
- Interaction should be encouraged during remote lessons rather than a 'lecture-style' lesson.
- If a blended learning model is adopted then it could be a mixture of live and independent tasks.
- Recording and sharing of 'live' lessons would be important as well as a robust set of support materials shared with pupils on teams.

In addition, focus groups of pupils provided feedback on their previous experience of remote learning. The main points raised were:

- ***"Live lessons, being part of the class was so helpful".***

- ***"More guidance from teachers about what is going on. Felt like I was getting advice from other pupils".***

- ***"Some pupils come back to school and don't know what they missed".***

- ***"Having an overview/course outline of what is going on in the classes"***

Aims

- To outline procedures and practice for pupils in self-isolation, who are otherwise fit and healthy, allowing them to continue with their learning across the curriculum and to remain connected to our Notre Dame school community.
- To outline procedures and practice for staff in self-isolation, who are otherwise fit and healthy, to continue with teaching as well as, setting, marking and providing feedback to pupils as part of planned learning and teaching.
- To confirm our approach to delivering learning remotely in the event of further school closures.

Blended Learning

Should the current restrictions be tightened further and a move to blended learning undertaken, there is a timetable ready whereby every pupil will attend school each day for either the morning or afternoon. This would facilitate access to all their subjects with instruction from their teachers and then tasks set to be completed at home. Each year group is split into smaller groups and pupils will be issued with individualised timetables. An example draft timetable is attached – *Appendix A*.

Pupils Self-isolating at Home

Currently we are meeting the needs of an increasing amount of pupils isolating at home and expect this situation to continue to varying degrees throughout the winter period. When a pupil is reported as self-isolating at home they are coded appropriately by the school office or HSSW (Majella Wallace) and staff are alerted to the length of self-isolation and return

date to school. Materials are available for these pupils through MS class teams and teachers continue to provide feedback on work submitted. Pupils can expect at least one 'check-in' call during their period of self-isolation from either pastoral care or the year group head.

Full Time Remote Learning

If a school closure were to occur then senior phase pupils would follow a timetable organised by column (see below). Pupils in S1-3 will be designated work for different subjects on different days – this was well received by both pupils/parents and staff during the previous lockdown as pupils were less likely to become overwhelmed with assignments. Pupils will use Microsoft Teams to follow lessons and access materials for learning as well as posting work for feedback from staff. Flexibility will be available for pupils who have caring responsibilities at home and this will be coordinated by Pastoral Care staff. Curriculum timelines/plans will be shared on year group MS teams so that pupils can keep up to date with where they should be in their learning at any one time. The following tables provide information about which subjects will be providing learning for pupils at specific times:

Senior Phase S4	Mon	Tues	Wed	Thurs	Fri
AM 9-11.30am	Column B: Maths	Column G: Art Business Admin Chemistry Drama French Graphics Duke of Edinburgh	Consolidation of learning	Wellbeing – RE/PE	Column D: Biology Chemistry Physics Music History Health and Food Tech French
PM 12.30-3pm	Column C: Biology Chemistry Physics Modern Studies Steps to work	Column E: Art Geography History Mod Studs SQA PE Spanish Italian	Column A: English	Column F: Admin Accounting Business Computing Drama Geography History Graphics Music	Consolidation of learning

Senior Phase S5/6	Mon	Tues	Wed	Thurs	Fri
AM 9-11.30am	Column E: Graphics Business Italian Biology Chemistry Physics Health Psychology Photography	Column A: English Biology Chemistry ESOL French Leadership Economics PE	Column D: English Music Music Bus Admin History Steps to Work	Column E: Graphics Business Italian Biology Chemistry Physics Health Psychology Photography	Column C: Maths Geography History Mod Studs Graphics Retail Creative Industries Spanish

Senior Phase S5/6	Mon	Tues	Wed	Thurs	Fri
PM 12.30-3pm	Column C: Maths Geography History Mod Studs Graphics Retail Creative Industries Spanish	Column D: English Music Music Bus Admin History Steps to Work	Column B: Maths Art Chemistry Biology Drama Travel & Tourism	Column A: English Biology Chemistry ESOL French Leadership Economics PE	Column B: Maths Art Chemistry Biology Drama Travel & Tourism

BGE S1-3	Mon	Tues	Wed	Thurs	Fri
AM 9-11.30am	English	Social Subjects	Science	Expressive Arts	PSSE
PM 12.20-3pm	Business Technologies	Modern Languages	RE Design Technologies	Maths	Health and Wellbeing

Additional Resources

There are a range of additional learning resources available to pupils through Glow. These can be utilised by pupils or by staff to incorporate into lesson delivery and include:

- **Clickview** – An extensive online library of videos linked to specific subject content. This is available through Glow and pupils need to log in with their glow credentials.

- **West Partnership support for home learning** – Pupils should download the '**West OS'** tile onto their launch pad on Glow. This resource contains a series of lessons across a range of subject areas for both the Broad General Education and Senior Phase.
- **e-Sgoil resources** – A series of live webinars are available through the following links:

  ➤ e-sgoil.com/ssnocontentsummary2020

  ➤ Live lessons for secondary BGE are delivered in a rolling series of four, two-week programmes, catering directly for teachers and young people self-isolating. Programme details and timetables are available on the e-Sgoil website: http://www.e-sgoil.com/esgoilbgeoffer2020/

  ➤ A refreshed Senior Phase daytime provision will be available from 11 January 2021 taking account of changed guidance and arrangements from SQA. This senior phase offer is live on the e-Sgoil website: http:/www.e-sgoil.com/seniorphase20/

  ➤ Study support sessions are currently running for young people in the senior phase and will continue to do so in response to demand. The following subjects are available via the e-Sgoil Senior Phase study support offer:

National 5 (4)	Higher (13)		Advanced Higher (8)
Mathematics	Physics	Music	Biology
Physics	Chemistry	Spanish	Chemistry
English	Mathematics	French	English
Computing	English	Gaelic learners	French
Science	Business	Gàidhlig	Mathematics
	Management	Religious, moral	Modern Studies
	Health and Food	and philosophical	Physics
	Technology	studies	Spanish
	History	Human Biology	

- **Scholar –** Webinars and online resources available for through Glow.
- Links to all these sites can also be found on the school website.

Student Expectations
- Pupils should aim to follow their Remote Learning timetable fully and log in to Microsoft Teams daily.
- Pupils have a responsibility to check assignments regularly and log in to lessons when required to do so.
- Complete all set work and hand in work to the subject teacher in the agreed manner e.g. upload, photograph, class notebook etc…
- Use designated 'Team Pages' and email to communicate with their teachers and ask questions if they do not understand or require help within normal school time hours.

They may need to email the teacher as appropriate if they are having difficulties with the system or for a more detailed question.

- Deadlines must be met where practically possible; Pastoral Care teachers and/or Year Group Head will be informed if they are not.
- All interactions on Teams to be of classroom level type discussions. Pupils must not utilise this function for personal conversations.

Expectations of Teachers

- Upload teaching materials and lessons to MS Teams.
- Teachers will endeavour to set work equivalent in length to the lessons on their revised timetable and be available during scheduled lessons to answer any questions pupils may have via 'Teams'. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
- Mark and feedback using Teams or One Note with the same regularity they would have done if in school.
- Ensure that all resources are available online.
- Staff can answer Team chats during school hours and their working day, but not beyond. Students should not expect response from teachers during lunch break.
- When delivering 'live' lessons, staff must follow the GCC Video Conferencing protocol - *Appendix B*.
- Pupils can use the 'hands-up' function when they require to ask the teacher a question during the lesson.
- Using class registers, teachers are asked to record non-engagement in daily lessons on the central spread sheet. This can be found in All Staff Team, Remote Learning channel.
- If absent, teachers should contact pupils through Teams with the following message: "I noticed you were unable to join my lesson this morning/afternoon. If you do not get in touch with me by tomorrow morning, a member of staff will contact your parent/carer in case you require any support"
- Support staff will follow this up with telephone calls home.

Support for Learning/EAL

Students who receive one-to-one additional support can expect regular contact from EAL staff to check how they are coping with the home learning. EAL staff will liaise with class

teachers to ensure appropriate materials are being provided online and will adapt materials as required.

Pastoral Care and Year Group Heads

Connect regularly with vulnerable pupils and keep reliable lines of communication open for parents. Make contacts with pupils who have been reported as not engaging with their online learning and discuss support with parents. Maintain contact with pupils self-isolating and keep staff updated on return dates.

Pastoral Care staff will continue to liaise and make referrals to partner agencies during periods of self-isolation and lockdown. A counselling code will be placed on the attendance spread sheet at the beginning of each week to alert staff that pupil will not attend this lesson. This should be taken into consideration when setting assignments. Contact details for Pastoral Care teachers and Year Group Heads are as follows:

- Mrs L Dunn – Pastoral care teacher for pupils in Melrose house group: gw13dunnlouise2@glow.sch.uk
- Mrs P Kelly – Pastoral care teacher for pupils in Iona house group: gw10kellypauline@glow.sch.uk
- Miss C McQuillan - Pastoral care teacher for pupils in Trinity house group: gw11mcquillanciara@glow.sch.uk

- Mrs E Henderson – Depute for S1/2: gw10hendersonliz@glow.sch.uk
- Mrs S Watt – Depute for S3/4: gw14wattsarah11@glow.sch.uk
- Mr D O'Neill – Depute for S5/6: gw08oneilldavid@glow.sch.uk
- Mrs Martin – Headteacher: gw10martinrosemary@glow.sch.uk

Expectations of Parents

- Alert the school if your daughter has no internet access at home. We can help.
- Encourage and support your daughter's work including: finding an appropriate place to engage with lessons, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as is possible.
- Agree to GCC Video Conferencing protocol – *Appendix C*, allowing young people to engage in "live" lessons.
- Contact Pastoral Care teacher or Year Group Head if there are any concerns.

Information to Support Parents and Carers

- A [Parent Club COVID-19](#) internet microsite, which contains advice on working from home whilst caring for children, advice on helping children with remote and blended learning as well as links to advice and support resources for parents of children with additional support needs.

- Education Scotland's [Parentzone](#) Scotland website includes advice for parents, families and practitioners on supporting children and young people's learning during COVID-19.

- The National Parent Forum Nutshell [guide](#) on blended learning, published in August 2020. This joins further Nutshells on Supporting Learning at Home during "lockdown" and on online safety.

- Education Scotland's Scotland Learns initiative provides newsletters and online resources for teachers and for parents/carers.

- These links can also be found on our [school website](#).

Appendix A

		Monday					Tuesday					Wednesday					Thursday					Friday				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P1- 8.50-9.45am																										
Break - 9.45-10am	S5/6A				A	B				E	D				E	A			B	C					D	C
P2 - 10-10.55am	S5/6B				B	A				C	E				D	B			A	E					C	D
P3 - 10.55-11.50am	S4A	A	B	C			D	E	F			G	HW	A			B	C	D			E	F	G		
Lunch- 11.50-12.30pm	S4B	C	E	A			F	C	D			HW	G	F			G	E	B			D	A	B		
P4 - 12.30-2pm	S3																									
P5 - 2-3.30pm	S2																									
	S1																									

- Each year group in each day for half days
- S1, S2 and S4 in mornings for 3 hourly lessons
- S5/6 and S3 in afternoons for 2 lessons of 1.2 hours

S1

	Monday					Tuesday					Wednesday					Thursday					Friday				
S1	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	SocS	Des	Math			Mlan	Eng	PSSE			Sci	Eng	HWB			Exp	Math	Tech			WA	Sci	RE		
2	SocS	Exp	Math			Mlan	Eng	PSSE			Sci	Eng	HWB			RE	Math	Tech			Des	Sci	WA		
3	SocS	Exp	Math			Mlan	Eng	Sci			Sci	Eng	HWB			Des	Math	Tech			WA	PSSE	RE		
4	Mlan	Tech	Math			Des	Eng	Sci			Sci	Eng	HWB			Exp	Math	RE			WA	PSSE	SocS		
5	Mlan	Tech	Math			Des	Eng	Sci			Sci	Eng	HWB			Exp	Math	RE			WA	PSSE	SocS		
6	Mlan	Tech	Math			Des	Eng	PSSE			Sci	Eng	SocS			HWB	Math	WA			RE	Exp	Sci		
7	Mlan	Tech	Sci			HWB	WA	Eng			RE	Math	Des			Eng	SocS	PSSE			Math	Exp	Sci		
8	SocS	Exp	RE			HWB	Mlan	Eng			WA	Math	Des			Eng	Sci	Tech			Math	PSSE	Sci		
9	Tech	Exp	RE			HWB	Mlan	Eng			WA	Math	SocS			Eng	Sci	PSSE			Math	Mlan	Sci		
10	Tech	Sci	Des			RE	WA	Eng			HWB	Math	SocS			Eng	Exp	PSSE			Math	Mlan	Sci		
11	Tech	SocS	Des			WA	RE	Eng			HWB	Math	PSSE			Eng	Exp	Sci			Math	Mlan	Sci		
12	Tech	SocS	HWB			WA	RE	Eng			Mlan	Math	PSSE			Eng	Exp	Sci			Math	Sci	Des		

S2

	Monday					Tuesday					Wednesday					Thursday					Friday				
S2	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Math	Eng	Mlan			PSSE	Exp	SocS			RE	SocS	Sci			Sci	Eng	Des			Tech	Math	HWB		
2	Math	Eng	SocS			Eng	Exp	RE			SocS	Mlan	Sci			Sci	PSSE	Des			Tech	Math	HWB		
3	Math	Eng	SocS			Eng	Exp	RE			SocS	Mlan	Sci			Sci	PSSE	Des			Tech	Math	HWB		
4	Math	Eng	SocS			Eng	Exp	Mlan			SocS	HWB	Sci			Sci	PSSE	Des			Tech	Math	RE		
5	Math	Eng	Exp			Eng	SocS	Sci			Math	HWB	Sci			Sci	PSSE	RE			Tech	Des	SocS		
6	Des	Sci	Exp			SocS	Math	HWB			Eng	Mlan	Sci			SocS	Eng	PSSE			Tech	Math	RE		
7	Des	Sci	SocS			Eng	Math	PSSE			Math	Tech	Exp			SocS	Eng	Exp			Mlan	Eng	RE		
8	Des	Sci	SocS			RE	Math	PSSE			Math	Tech	Mlan			SocS	Eng	Exp			Sci	HWB	Eng		
9	HWB	Sci	Exp			SocS	Math	Des			Math	Tech	Mlan			PSSE	Eng	SocS			RE	Sci	Eng		
10	Exp	Sci	Tech			Sci	Math	HWB			Eng	SocS	Math			Mlan	PSSE	SocS			RE	Des	Eng		
11	Exp	Sci	Tech			Math	Sci	HWB			Eng	SocS	Math			Mlan	PSSE	SocS			RE	Des	Eng		
12	Exp	Sci	Des			Math	Tech	SocS			Eng	SocS	Math			Mlan	HWB	SocS			PSSE	Sci	Eng		
13	Exp	HWB	Des			Math	Tech	SocS			Eng	SocS	Math			Sci	RE	Mlan			PSSE	Sci	Eng		
14	RE	HWB	Exp			Math	Tech	Des			Eng	SocS	Math			Sci	Eng	Mlan			PSSE	Sci	SocS		

S3

	Monday					Tuesday					Wednesday					Thursday					Friday				
S3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1				Exp	PSSE				Eng	Math				Mlan	SocS				RE	Tech				Sci	HWB
2				Exp	Mlan				Eng	Math				SocS	HWB				RE	Tech				Sci	PSSE
3				Exp	Mlan				Eng	Math				SocS	HWB				Tech	RE				Sci	PSSE
4				Exp	Tech				Eng	Math				SocS	Mlan				PSSE	RE				Sci	HWB
5				Tech	Exp				Eng	Math				RE	SocS				HWB	Mlan				Sci	PSSE
6				SocS	Exp				Eng	Math				Mlan	PSSE				HWB	Tech				Sci	RE
7				SocS	HWB				Mlan	HWB				Math	PSSE				Tech	Eng				Exp	Sci
8				SocS	PSSE				HWB	Mlan				Math	Tech				RE	Eng				Exp	Sci
9				HWB	SocS				Exp	Tech				Math	PSSE				Mlan	Eng				RE	Sci
10				Mlan	SocS				Exp	HWB				Math	Tech				RE	Eng				PSSE	Sci
11				RE	SocS				HWB	Tech				Math	Mlan				PSSE	Eng				Exp	Sci
12				Mlan	HWB				Exp	PSSE				Math	SocS				Tech	Eng				RE	Sci

S4 Timetable

	Mon 1	Mon 2	Mon 3	Tue 1	Tue 2	Tue 3	Wed 1	Wed 2	Wed 3	Thu 1	Thu 2	Thu 3	Fri 1	Fri 2	Fri 3
S4	A	B	A	D	E	F	G	HWB	A	B	C	D	E	F	G
4A	Eng	Mat	Eng	Bio 20	Art 15	Admin 15	Art 18	HWB	Eng	Mat	Bio 19	Bio 20	Art 15	Admin 15	Art 18
4B	Eng	Mat	Eng	Chem 17	Art 15	Admin 15	Admin 13	HWB	Eng	Mat	Bio 18	Chem 17	Art 15	Admin 15	Admin 13
	Eng	Mat	Eng	Chem 16	Geo 18	Acc 12	Bus 23	HWB	Eng	Mat	Chem 13	Chem 16	Geo 18	Acc 12	Bus 23
	Eng	Mat	Eng	Chem 17	His 17	Bus 17	Chem 15	HWB	Eng	Mat	Chem 13	Chem 17	His 17	Bus 17	Chem 15
	Eng	Mat	Eng	Phys 6	Mods 23	Comp 13	Dra 14	HWB	Eng	Mat	Phys 15	Phys 6	Mods 23	Comp 13	Dra 14
	Eng *	E	Eng *	Mus 13	PE SQA 29	Drama 13	Fre 9	HWB	Eng *	G	Phys 14	Mus 13	PE SQA 29	Drama 13	Fre 9
	C	Art 15	C	His 26	Spa 7	Geo 7	Grap 16	HWB	F	Art 18	Mods 21	His 26	Spa 7	Geo 7	Grap 15
	Bio 19	Art 15	Bio 19	Fre 12	Ital 10	His 15	Grap 15	G	Admin 13	Admin 15	STW 17	Fre 12	Ital 10	His 15	Grap 15
	Bio 18	Geo 18	Bio 18	HFTech 7	C	Grap 19	DofE 11	Art 18	Admin 15	Bus 23	E	HFTech 7	D	Grap 19	DofE 11
	Bio 18	His 17	Bio 18	F	Bio 19	Mus 8	HWB	Admin 13	Acc 12	Chem 15	Art 15	B	Bio 20	Mus 8	B
	Chem 13	Mods 23	Chem 13	Admin 15	Bio 18	D	HWB	Bus 23	Bus 17	Dra 14	Art 15	Mat	Chem 17	A	Mat
	Phys 15	PE SQA 29	Phys 15	Admin 15	Bio 18	Bio 20	HWB	Chem 15	Comp 13	Fre 9	Geo 18	Mat	Chem 16	Eng	Mat
	Phys 14	Spa 7	Phys 14	Acc 12	Chem 13	Chem 17	HWB	Dra 14	Drama 13	Grap 16	His 17	Mat	Chem 17	Eng	Mat
	Mods 21	Ital 10	Mods 21	Bus 17	Phys 15	Chem 16	HWB	Fre 9	Geo 7	Grap 15	Mods 23	Mat	Phys 6	Eng	Mat
	STW 17		STW 17	Comp 13	Phys 14	Chem 17	HWB	Grap 16	His 15	DofE 11	PE SQA 29	Mat	Mus 13	Eng	Mat
				Drama 13	Mods 21	Phys 6	HWB	Grap 15	Grap 19		Spa 7		His 26	Eng	
				Geo 7	STW 17	Mus 13		DofE 11	Mus 8		Ital 10		Fre 12	Eng *	
				His 15		His 26							HFTech 7		
				Grap 19		Fre 12									
				Mus 8		HFTech 7									

S5/6 Timetable

	Mon 4	Mon 5	Tue 4	Tue 5	Wed 4	Wed 5	Thu 4	Thu 5	Fri 4	Fri 5
S5/6	A	A	E	E	E	A	A	A	C	C
5A	Eng H 30	Eng H 30	Grap H12	Grap H12	Grap H12	Eng H 30	Eng H 30	Grap H12	Mat H 29	Mat H 29
5B	Eng H 30	Eng H 30	Bus H21	Bus H21	Bus H21	Eng H 30	Eng H 30	Bus H21	Mat app18	Mat app18
	Eng N5 15	Eng N5 15	Ital H11	Ital H11	Ital H11	Eng N5 15	Eng N5 15	Ital H11	Geo H16	Geo H16
	Bio AH 17	Bio AH 17	Bio H20	Bio H20	Bio H20	Bio AH 17	Bio H20		His H23	His H23
	Bio H 16	Bio H 16	Bio N5 10	Bio N5 10	Bio N5 10	Bio H 16	Bio N5 10		Mods H27	Mods H27
	Chem H23	Chem H23	Chem H20	Chem H13	Chem H20	Chem H13	Chem H20		Grap H9	Grap H9
	Fre H6	Fre H6	Chem H13	Chem H13	Chem H13	Fre H6	Chem H13		Ret 9	Ret 9
	Lship H 25	Lship H 25	Phys H11	Phys H11	Phys H11	Lship H 25	Phys H11		C Ind 12	C Ind 12
	PE H8	PE H8	Health 8	Health 8	Health 8	PE H8	PE H8		Spa H11	Spa H11
	Esol 3	Esol 3	Psych H24	Psych H24	Psych H24	Esol 3	Psych H24		His N5 6	His N5 6
	Econ H 6	Econ H 6	Phot 14	Phot 14	Phot 14	Econ H 6	Phot 14		D	D
	B	B	C	D	D	B	B	C	D	D
	Mat H 20	Mat H 20	Mat H 29	Eng H30	Eng H30	Mat H 20	Mat H 20	Mat H 29	Eng H30	Eng H30
	Mat H 20	Mat H 20	Mat app18	Eng H20	Eng H30	Mat H 20	Mat H 20		Eng H20	Eng H20
	Mat N528	Mat N528	Geo H16	Mus6	Mus H11	Mat N528	Geo H16		Mus H11	Mus H11
	Art H19	Art H19	His H23	Mus Bus6	Mus Bus6	Art H19			Mus Bus6	Mus Bus6
	Chem AH17	Chem AH17	Mods H27	Admin H24	Admin H24	Chem AH17	Mods H27		Admin H24	Admin H24
	Chem H10	Chem H10	Grap H9	Comp H6	Comp H6	Chem H10	Grap H9		Comp H6	Comp H6
	Bio H11	Bio H11	Ret 9	His H21	His H21	Bio H11	Ret 9		His H21	His H21
	Dra H23	Dra H23	C Ind 12	STW 29	STW 29	Dra H23	C Ind 12		STW 29	STW 29
	Dra AH3	Dra AH3	Spa H11			Dra AH3	Spa H11			
	T&T N5 7	T&T N5 7	His N5 6			T&T N5 7	His N5 6			

Glasgow City Council Guidance
Using Video Conferencing with Learners

The use of digital platforms for remote learning has increased exponentially in recent months and the facility to interact with learners, via live 2-way video, could complement the delivery of distance learning and enrich engagement.

Teams is now available to staff, from within the national digital platform Glow and until recently Teams has only been enabled for staff-to-staff communication. Following the implementation of recent technical changes to Microsoft, Education Scotland has provided local authorities the opportunity to opt-in to enable learners to video with staff. This increased functionality is provided by Education Scotland and will be reviewed. We are working with CGI to enable Showbie video chat through the Showbie Pro app which is available in the self – service menu on the iPad. Showbie video chat is the additional video conferencing functionality which has been added to Showbie Pro app.

As an extension of the Policy and Guidelines on the acceptable use of ICT facilities (Staff AUP), approval from the Headteacher should be granted prior to teachers using video conferencing platforms with learners. Headteachers should submit a Notification of Use form (see Appendix) to indicate that their establishment is using live video conferencing with learners. This is a 'once-only' notification, individual requests from teachers do not need to be submitted to headquarters.

When considering how this facility might be used, schools are advised to discuss and develop a policy regarding matters such as appropriate use and parental communication/consent. It is recommended that such a policy requires members of staff to confirm they have read, and will adhere to, the guidance and procedures for safe use of video conferencing with learners that is outlined in this document.

The following information and guidance should be considered by Headteacher before such approval is granted. It is the responsibility of the Headteacher to ensure staff have access to training and support to use such technology effectively and safely.

It should be noted that:

- The only videoconferencing platform that is currently approved for use with learners in Glasgow City Council is Microsoft Teams Glow and Showbie.

- Videoconferencing is an effective way to keep in touch with pupils, provide support, reinforce and deliver new learning, however, this communication tool should only be

considered if staff are confident and comfortable using the technology and deem it to be the best way to engage learners

Using video conferencing with Learners – A Guide for Staff

Video conferencing can now be used by staff to create video calls with learners.

The following guidance and advice will help practitioners to set up and manage video calls with learners, helping to ensure these are positive and safe experiences for all participants.

Before you begin, you should:

- position your ipad/webcam strategically (particularly important if video conferencing from home) – a plain background is preferably to minimise distractions and maintain privacy or a faded background

- position your device/webcam with the brightest light source in front of you; backlit presenters are difficult for users to see properly

- place your device on a desk/table to maintain a stable image

- choose a quiet area or use headphones to minimise noise

- indicate to others that you are videoconferencing, consider using a sign, to avoid interruptions

- ensure you are confident with the technology

Classroom Management & Organisation

As with physical classroom management, learners will need to have clear guidance on how to conduct themselves in the virtual classroom; you may consider using your first video conference to set out your expectations and co-create a set of rules with learners. Ensure you are well prepared in advance with a clear structure and format, this is possibly even more important with videoconferencing than in a physical classroom setting, i.e:

- ensure all activities are posted in advance of the video conference and check all necessary permissions are set correctly

- consider assigning roles to some learners to help manage the meeting or if possible, enlist the support of another colleague to co-present the meeting; learner roles could include a:

  - **welcome** – after the teacher gets the 'lesson' gets underway it is useful to have someone designated to greet latecomers and provide a quick summary of what has been missed (via chat)
  - **questioner** – can unmute their mic to alert the teacher to good questions that have been posted in the chat or any technical issues e.g. teacher screen not sharing properly
  - **linker** – copy links posted by the teacher during the lesson and repost links should someone ask for them later in the lesson
  - **timekeeper** – alert everyone when approaching the time if the teacher allocates a time for an activity or part of the lesson

- start the lesson promptly, reminding learners of appropriate behaviour and that mics should remain on mute unless called upon to unmute

- consider welcoming learners with a short pre-recorded video or slides introduction; this would also give time to troubleshoot any technical issues

- share/agree learning intentions and link to activities that are assigned ; this allows students to ask questions in the comments against assignment tasks or by e mailing you, negating the need to ask a question 'publicly' in the meeting chat

- group work can be undertaken by using shared collaborative documents

- **at the end of the lesson staff will 'end the meeting' ' and ensure you are the last to leave**

Safeguarding & Child Protection
Principles and practice in an online setting.

Principles

- All issues relating to online Child Protection (CP) should be dealt with in the same way as for face to face teaching, i.e. all CP issues must in the first instance be referred to the Child Protection Officer. This is usually the Headteacher of the school or the designated CPO.
- The Child Protection Policy will be the reference point for all matters relating to CP.
- All staff are required to have annual child protection safeguarding training
- The GCC Child Protection Policy is the reference point for all staff working in GCC schools

FAQs

1. **What do I do if a pupil joins the class from an inappropriate location?**

   Ideally pupils would log into the class from a public area in their home. In some circumstances this may place an unreasonable burden on family spaces.

   Staff should assess each situation and confer with their line managers if they are uncomfortable with the location(s) pupils are logging in from.

   If issues persist, pupils should be advised they will not be allowed to continue to access the lessons if they do not find a more appropriate location to log in from.

2. **A pupil speaks or behaves inappropriately in the online classroom, how do I react?**

   All the normal standards of behaviour apply in the online classroom.

   Pupils should be dealt with in the same way as they would have been if the incident had taken place in a normal school environment.

3. **A pupil shares something inappropriate on their screen - what do I do?**

   Teachers should immediately inform SLT of the details of what has happened. Where it is not possible to identify the offending pupil, the lesson should be terminated for all pupils. All pupils in the room can then be contacted as soon as possible after the event to inform them what happened, and the arrangements are for future classes.

   As per CP guidelines, the teacher must write a full account of the facts of what has happened for the CPO in their school.

4. **What do I do if pupils are signing into their classes dressed inappropriately?**

   This should be dealt with in the same way as it would be in the face-to-face class setting. If pupil attire makes the teacher feel uncomfortable then the teacher should turn their camera off until the issue is addressed.

5. **A pupil asks for a one to one online chat about a serious issue that is concerning them. What is the protocol for that?**

Where practical, staff should try to avoid a one to one situation with a pupil online. Where it is judged that a pupil needs to discuss a serious issue, an arrangement can be made for another time online with two members of staff present in the meeting. Where this is not possible, and a one-to-one conversation goes ahead then it must be recorded and the pupil needs to be aware that this happening. If a pupil refuses to either have another person present or to the have the conversation recorded then the teacher must refer the matter to the SLT.

Other source of advice/guidance

Links from National Improvement Hub
https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/

Links from DigiLearnScot
https://blogs.glowscotland.org.uk/glowblogs/digilearn/remote/

20 Safeguarding Considerations for Lesson Livestreaming
https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf

GTCS
http://gtcsnew.gtcs.org.uk/web/FILES/the-standards/GTCS_guidance_engaging_online.pdf

Microsoft Office Teams –Safety Advice *
https://support.office.com/en-us/article/keeping-students-safe-while-using-meetings-in-teams-for-distance-learning-f00fa399-0473-4d31-ab72-644c137e11c8?ui=en-US&rs=en-US&ad=US#ID0EBBAAA=For_educators

Showbie guidance –

https://support.showbie.com/en/collections/2407186-video-chat-beta

Protocol for online classes

Teachers will:

- discuss roles and responsibilities with pupils at the outset of delivery
- be punctual at the beginning and end of each lesson
- notify all pupils/parents and schools of any cancelled classes or change in arrangements
- ensure that they keep themselves up to date with all relevant policies and procedures, including Child Protection
- prevent a one to one situation at the end of a class by disconnecting all participants from the room at the close of the lesson.

Pupils will:

- be punctual for all lessons
- access the files for each lesson in advance and have the materials to hand
- show respect for everyone in the online classroom
- dress appropriately for all classes, thinking about modesty and respect for others
- ensure the location they log in from is appropriate, i.e. give consideration to background, camera angle, privacy etc.
- seek to contribute to the class in a positive manner and not be disruptive at any time
- not share recordings/images of the class out with the class environment

Permission Slip

Pupil name: …………………………………………………………………………………….

School: ……………………………………………………………………………………….

Class: ……………………………………………………….

I give my child to participate in video – conferencing lessons.

Name of Parent/Guardian: …………………………………………………………………..

Signed: …………………………………………………………………………………

Date: ……………………………………………………

Signature of pupil: ………………………………………………………………………..