



Rationale: The purpose of this policy is to provide continuation of live face-to-face learning for students in the event school needs to close. Teachers will leverage online learning platforms to provide students with relevant, meaningful and manageable learning activities that students can be engaged in when school has been physically closed. Our main objectives are to ensure an optimal amount of **high quality and differentiated learning** and ensure **regular, effective feedback** to students and parents.

Senior Leadership responsibilities

- Inform stakeholders about school closure and provide regular updates about anticipated re-opening.
- Determine and communicate the location of the workplace for staff.
- Ensure a balance of weekly face-to-face and email communication as a SLT team.
- Provide students and teachers with adequate time to prepare for virtual learning.
- Share guidance with parents about the benefits and use of virtual learning.
- Facilitate high-level technological support via the school's IT department.
- Monitor and share 'best practice' both from internal and external sources.
- Review virtual learning provision systematically and implement improvements as needed.
- Be available remotely during normal school hours and thereafter if/when required.

Head of School/Vice Principal specific responsibilities

- Ensure a whole school approach (Primary & Secondary) to virtual learning to ensure high quality and differentiated learning and regular feedback to students and parents.
- Ensure a balance of weekly face-to-face and email communication across the school.
- VP (Pastoral) leads on pastoral care of students and staff across the school.
- Liaise with SLT and especially other Heads of School to ensure best practice.
- Collate engagement data across the school.
- VP (Academic) supports teachers in adapting to a virtual learning environment.
- Monitor the quality of virtual learning.
- Celebrate student successes.
- Be available remotely during normal school hours and thereafter if/when required.

Pastoral Care responsibilities

- In event of any partial or full school closure, the primary responsibility for the pastoral care is to check regularly to monitor both academic progress and the general wellbeing of students.
- Staff will be expected to pass on feedback to the Senior Leadership Team, particularly if there are any concerns or a lack of communication relating to a student.



Virtual Learning Policy

Teacher responsibilities

- Participate in a balance of weekly face-to-face and email communication with line managers and across the school.
- Create class Microsoft Teams and ensure SLT are added to all Microsoft Teams.
- Plan and prepare sufficient and differentiated learning opportunities and resources suitable for a virtual learning.
- Deliver content via Microsoft Teams or other online platforms.
- Ensure a suitable work space from which to deliver live (recorded) or pre-recorded video sessions.
- Facilitate collaborative learning between class members.
- Provide students and parents with regular feedback.
- Check in via messages via Teams, email or video calls on students who are not participating in their virtual learning activities.
- Keep parents up to date with student's progress. This is likely to take the form of a balance between online communication (email or face to face video calls) and weekly newsletters
- Subject teachers (Secondary School) to ensure Form Tutors and Section Leads are kept informed of any concerns. FormTutors to manage any issues/concerns involving more than one subject area.
- Contribute positively to the school community through social media posts and other online interactions. Such posts will be submitted to the school's marketing department.
- Provide opportunities for Learning Assistants to remain involved and contributing to provision, where appropriate.
- Monitor student attendance and ensure timely contact with parents for students not engaging in virtual learning. Although the school will undertake either an "end of day" or "second day calling" for students not engaging in the previous day of learning, teacher should also contact students/parents to check everything is okay from a general pastoral and academic support perspective.
- Complete daily register located on SharePoint at the end of each day and by 4.00pm. Students engaging in any part of the day's learning should be marked as present by entering a "1" , "2" for those students attending virtually and those not present all day by entering a "0".
- Be available remotely during normal school hours.

Parent responsibilities

- Ensure students are supported in accessing and completing their virtual learning activities.
- Ensure students have reliable technological device with a working camera and microphone to support optimal lesson delivery; use of mobile phones are not conducive to best practice in both teaching and learning.
- Provide a suitable learning environment in the home together with adult supervision on hand at all times.
- Support their child in their learning.
- Check emails and other communication channels regularly.
- Seek feedback from teachers regarding any challenges they or their child are facing.



Virtual Learning Policy

- Encourage and provide active play opportunities for their child during the day.
- Communicate as required with class teachers, the Head of School or SLT for support and advice during normal school hours.
- If you would prefer your child does not appear on live lesson recordings, please ensure your child switches their camera off for live lessons. Please note lesson recordings are only shared within your child's immediate class/year group community via secure login using Microsoft Teams.
- Please see **Appendix 1 "Parental Engagement"** and our **Virtual Learning Padlet** for further ideas and suggestions for virtual learning.

Student responsibilities

- Participate in all learning to the best of your ability.
- Check for communications from your teacher, either in Microsoft Teams, One Note or email.
- Treat virtual lessons as if you were in the classroom; participate, contribute to discussions and be positive.
- Make sure all your equipment is charged and that your camera and microphone is in working condition
- Ensure that you are in a place where you can be ready to learn.
- Be respectful of others during all online interactions in line with the school's behavior policy.
- Use Microsoft Teams together with any other virtual learning platform approved by the school to communicate with your peers for work purposes only. Such online platforms **ARE NOT** to be used for social interactions.
- Communicate with class teachers for support **only** during normal school hours.
- Keeping all usernames and passwords, e.g. Microsoft Teams and school E-mail, safe and secure – no sharing or using any other person's username and password.
- Refraining from writing down or storing any password where it is possible that someone may see it.
- Following the school's approach to online safety and not deliberately record/capture, upload or add any images, videos, sounds, and text that could upset or offend any member of the school community.

Managing Expectations

The specific expectations of virtual learning will be dependent upon the student's age as follows:

Early Years

- Daily videos each morning, which will include regular morning routines and daily challenges and differentiated activities. Topic-based activities published on Microsoft Teams.
- Specialist teacher input in accordance with the Early Years timetable.
- Group and/or individual feedback through Microsoft Teams chat or video call (balance of live video and pre-recorded sessions). Activities will require parent support and input.

Technology Recommendations:

- Suitable internet connection.
- Device with video and microphone capabilities. When on a call with more than one person, microphones



Virtual Learning Policy

should remain muted unless called upon.

- Microsoft Teams and OneNote apps downloaded.

Primary School

- Daily and weekly differentiated challenges set through Microsoft Teams and whole-school teachers input across all areas.
- A balance of independent and collaborative tasks.
- Group and/or individual feedback through Microsoft Teams chat or video call (balance of live video and pre-recorded sessions).

Technology Recommendations:

- Suitable internet connection.
- Device with video and microphone capabilities. When on a call with more than one person, microphones should remain muted unless called upon and cameras must be switched on.
- Microsoft Teams app downloaded.

Secondary School

- Use of Microsoft Teams to set daily and weekly differentiated challenges and whole-school teachers input across all areas.
- Promotion of independent learning tasks.
- Setting and assessment of remote learning tasks will take place in accordance with school management and subject area policies.
- Under normal circumstances subject areas take different approaches to the setting and assessment of learners' work – for example, the frequency of substantive tasks, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.
- Groups and/or individual feedback through remote learning app such as Microsoft Teams using a balance of written and 1:1 video calls (balance of live video and pre-recorded sessions).

Technology Recommendations:

- Suitable internet connection.
- Device with a keyboard, video and microphone capabilities. When on a call with more than one person, microphones should remain muted unless called upon and cameras must be switched on.
- Microsoft Teams app downloaded.

Marketing, Admissions and Communication

- Marketing and admissions team to ensure student learning is widely celebrated via all Social Media platforms, weekly newsletter and other forms as appropriate.
- Use of video to show school in use for admissions purposes
- The school receptionist will undertake “second day” calling at 8.45am for students who have not participated in any virtual learning the day before.



Appendix One

Parental Engagement

Education is a team effort; it relies on student, teacher and parent engagement. In the case of virtual learning, parental involvement is key. Whilst teachers will provide learning opportunities together with as much guidance and support as possible in a variety of ways, parents will provide the on-the-ground support on a daily basis.

Your role in learning

With your child, create an environment that is conducive to learning. The following guidance is offered to support you in your role at home:

- provide a suitable device for virtual sessions
- eliminate distractions
- ensure resources are available
- maintain consistency (e.g. 'we always work at the dining table to do our work', 'this is our learning space' etc.)
- keep to a regular routine
- Reach out to your child's class teacher (primary) / form tutor (secondary)

Rewards

There will be times when encouraging your child to engage with virtual learning will be challenging. The use of rewards can be a powerful tool to positively guide your child's choices. This could be in the form of a sticker chart, a fun outing as a reward, emailing class teachers with good news or anything else that may motivate your child.

When giving rewards, they are more meaningful when attached to something concrete. For example, saying 'I really liked the way you persevered when you found that Math problem tricky' is much more impactful than 'good job today'. Again, we also want to reward **effort** as well as **outcomes** to ensure your child remains motivated.

Keep a positive mindset

- praise effort as much, if not more, than outcomes
- understand the difficulties your child may face when learning in a different environment
- help your child to view the learning opportunities as positive and fun, not a chore
- if you become stressed, or your child does, stop, take a break, and come back to it later; don't let working together become a battleground



Balance – support and breaks

- Strike a balance between support and independence, making mistakes is an integral part of the virtual learning journey and encourage your child to learn from these. Younger children will require more support – but still avoid “doing the work for them”
- Encourage your child to ask questions to clarify their understanding.
- For those parents with multiple children, we know that each child is different and so will need different levels of support; that is okay!
- Challenge is also an important part of learning; using the question ‘how do you know?’ can be an excellent insight into your child’s understanding of a concept.
- Make time for breaks and play (physical activity, movement, toys and games); it is not reasonable to expect a child to access virtual learning for the full school day; this is supported by extensive research too!
- Where possible, make time for social interaction, both away from learning and as part of the learning experience.
- Where there is an element of social interaction online, we ask for parental involvement to monitor and ensure that this is appropriate.

A note on social interactions

During this time, the need for positive social interactions, as both adults and children, will be vital in order to maintain motivation and engagement. As we use Microsoft Teams, there is an option to privately chat; we also know students (especially secondary students) use other social media and chat options to chat with friends. These can be powerful tools when used for work collaboration; we encourage that! We must however ensure that students **do not** use these platforms for general social interactions. We recognize the difficulties during times of social isolation, but must ensure that the school’s official learning platforms are retained for work purposes only. Students should restrict their social interactions to their usual other channels, although these should be carefully monitored by parents to ensure appropriate usage. We recommend parents talk to children about the appropriate and positive use of different social media.

Concerns over your child’s online interactions?

The school is committed to keeping children safe, an important component of which includes cyber bullying, and has strong policies in place to protect children. Should parents have any concerns about their child’s social interaction online, please contact your class teacher in the first instance, or your Head of School, who will be happy to provide advice and support in line with our Anti Bullying, Behavior and Safeguarding Policies.