



Westbourne School

Remote Learning Policy

Person Responsible	Natalie Day, in consultation with the Senior Management Team
Date Written	26th March 2020 (to be reviewed weekly at first, and then fortnightly once practices become embedded)
Review required	<p>2nd April 2020 - done (SMT)</p> <p>9th April 2020 - done (ND)</p> <p>16th April 2020 - done (SMT + ICT Co-ordinators)</p> <p>23rd April 2020 - done (SMT)</p> <p>30th April 2020 - done (SMT + ICT Co-ordinators)</p> <p>14th May 2020 - done (SMT, E-Safety Co-ordinator and Head of EYFS)</p> <p>Half-Term</p> <p>5th June 2020 - done (SMT, E-Safety Co-ordinator and Head of EYFS)</p> <p>18th June 2020 done (SMT, E-Safety Co-ordinator and Head of EYFS)</p>

Rationale

At the time of writing this policy, schools are facing an unprecedented challenge due to the Coronavirus/COVID-19 pandemic. It is therefore appropriate for school to create a policy to ensure there is consistency and coherence regarding its remote learning procedures.

Aims

The policy aims to do the following:

- outline to staff what is expected of them during periods of extended remote teaching and learning;
- outline to pupils what is expected of them during such periods;
- explain to parents how they can support the processes involved in remote teaching and learning;
- clarify procedures regarding pupil attendance during periods of extended remote teaching and learning;
- clarify safeguarding procedures in place during these unusual circumstances;
- clarify how pupils will be supported pastorally during this period.

Expectations of Teachers

Appendices 1 and 3 outline specific expectations of teachers with regards to remote learning. These expectations are under constant review, fortnightly. Class teachers and form teachers are expected to maintain contact with their groups throughout the period of remote learning, except for those staff members who have been furloughed. Heads of Department and members of the pastoral team will maintain contact with these pupils if their usual teacher is unavailable. Teachers should be available during the times at which they would usually be teaching, to answer questions and to provide formative feedback. However, since the wider reopening of school to pupils from the 15th June, this may not always

be possible. Teachers may choose to offer Google Meet sessions at these times, or they may schedule those in with groups at a different point in the week (see below for more information regarding Google Meet). Again, where their usual teacher has been furloughed, another member of staff will be available and contactable at this time by pupils. Although pupils may be uploading work during lesson times, it will not always be possible for the teacher to mark and return this work within the space of one lesson (in normal circumstances, pupils' work is not marked within the lesson, so this cannot be reasonably expected). Teachers should ensure all classwork for each day is uploaded to Google Classroom, and accessible by pupils from 8:50am each morning.

Form tutors should ensure they are available between 8.30-9.00am each day, to welcome their pupils to the day and to answer any immediate questions or issues. Where form tutors are unwell / furloughed, a member of the pastoral team will be assigned to their form groups. Just as in normal circumstances, form tutors and class teachers will liaise with one another and with parents/carers if they have any concerns about children. If a form tutor or class teacher becomes unwell during a period of remote learning, they must inform their Head of Department and Senior Management Team, so that appropriate work can continue to be set for pupils during the teacher's period of illness.

Teachers should use the Online Work spreadsheet to record feedback on the quality and quantity of work produced by pupils, so that Form Tutors can be aware of the progress of their tutees. This will also mean Form Tutors have lots of helpful information available to share with parents and pupils when conducting any fortnightly phone calls or other communication home. This spreadsheet will be invaluable for tracking progression / deterioration in the quality / amount of work from pupils during the period of remote learning.

Staff should ensure they engage with and give honest feedback in any ongoing surveys regarding the effectiveness of our remote learning provision.

Expectations of pupils

Appendices 2 and 4 outline specific expectations of pupils with regards to remote learning. These expectations are under constant review, also on a fortnightly basis. Pupils are encouraged to keep to their daily timetable of lessons when working remotely, partly in order to help them keep a sense of routine, and also because this is when their teachers will be more readily available to support them should they encounter a problem. However, we appreciate that: a) circumstances or other family activities may prevent pupils being online at all timetabled lesson times, and b) pupils will inevitably have questions about tasks that they are completing at other times. Year 10 pupils accessing provision on-site from 15th June will not be expected to engage with their remote learning programme if another activity has been organised for them. Where this is the case, a clear schedule will be made available to them in advance so they will know which remote lessons they will not need to attend. Their usual teachers will understand that they will be unavailable at these times, and will be supportive of the fact that they will need some time to catch up.

Pupils can be assured that any questions or comments submitted to teachers via email or Google Classroom will always be replied to as soon as possible for the teacher, and always within a reasonable timeframe. Pupils and parents can be confident that learning will not be impeded significantly if families choose to follow an adapted timetable or routine that works for them. Learning online is demanding in different ways from the traditional classroom environment and everyone needs to take breaks and vary their activities. We would like children, as far as possible, to stick to giving themselves the regular breaks we have built into the timetable. We also encourage pupils to also spend time learning important life skills and indulging in their hobbies, interests and talents. It goes without saying that any time spent simply reading for pleasure will not be time wasted.

Pupils should ensure they engage with and give honest feedback in any ongoing surveys regarding the effectiveness of our remote learning provision.

Procedures for the Early Years Foundation Stage (EYFS)

We understand and appreciate that in an Early Years setting, certain procedures need to be different. Children are much younger, and less able generally to be independent and self-directed with their learning. Children at this age and stage also often find it difficult to work online, especially for extended periods. With that in mind, remote learning provision for the Early Years is as follows:

- EYFS pupils are set differentiated worksheets for phonics, literacy and maths;
- These worksheets are assigned to individuals via Google Classrooms with short videos to explain the activity. There are Powerpoint presentations, phonics videos and topic videos for pupils to access;
- There are also phonics games and Oxford Reading Tree links on the EYFS Google Classroom;
- On the EYFS Google Classroom, there are extra activities to develop children's learning, such as: pencil control sheets, phonics and writing along with fun baking and crafts;
- Pre-prepared workbooks, developed on site by staff who know the children well are available for parents to request being available to collect from school on a Friday between 10am and 2pm.
- Google Meets will take place on a Friday afternoon for small groups of children to be able to see their friends and teachers. These will last for 10 minutes and parents must be present.

How parents can support

We understand and respect that periods of prolonged remote learning are not always easy for a family to manage. We rely on there being ongoing, open lines of communication between school and parents regarding the successes and challenges met along the way. We hope that parents feel able to contact us about any aspect of remote learning, and they can support the school and their own child's academic progress by doing the following:

- Ensuring there is an appropriate workspace in the home for each child. Ideally this should not be in a bedroom, but if it is it would be best for the child to be seated at a table or desk rather than on/in bed;
- Asking their child to share with them a copy of their timetable, so they are aware of which lessons should take place when;
- Ensuring their child is awake, washed and dressed, and ready for learning at 8.30 each day, to maintain a sense of routine (this will make it far easier for pupils when they inevitably need to return to school!);
- Informing staff of any concerns (e.g. their child is struggling to access the work / their child is getting through work very easily and needs further challenge);
- Ensuring there is ample opportunity for play and for rest - engaging in family activities wherever possible will be enriching and educationally beneficial;
- Informing the relevant teacher(s) of any particular successes. We are all new to operating in this way, so if a child feels an activity has been particularly helpful or enjoyable, we would like to know about it!
- Ensuring they engage with and give honest feedback in any ongoing surveys regarding the effectiveness of our remote learning provision.

Attendance Recording

School is adhering to guidance issued by the Department for Education and Sheffield Local Authority regarding the recording of attendance. As of 15th June, schools have been told to resume their normal internal attendance registers. Pupils continuing to access school work remotely, from home, should still make contact with their form tutor between 8.30 and 9.00am each weekday morning to show they are present and ready for the day ahead. If this is not possible for any reason, parents should inform the form tutor of the reason(s). Parents choosing to keep their children at home now school is open to more pupils will not be penalised, and the children will not be recorded as truanting. However, parents must ensure that their children are continuing to access their remote learning if

choosing not to return to school in person. Please see our safeguarding addendum (on the Parent Portal) for further information regarding attendance recording.

Safeguarding during remote learning

The safety and wellbeing of all our children remains a top priority at Westbourne School. Pupils and staff have all been briefed on safeguarding procedures during periods of remote learning / partial re-opening, and information regarding this is included in the Information to Pupils and the Information to Staff documents (included in the Appendices of this policy). Further safeguarding information and guidance can be found in the Coronavirus-COVID 19 addendum to the Safeguarding and Child Protection Policy (published on our website and in the parent portal). This addendum continues to be reviewed on a weekly basis to ensure it remains current in an ever-changing situation.

Schools can continue to make referrals to Sheffield Safeguarding Hub using the same procedure as usual (see our Safeguarding and Child Protection Policy for extra information), and MAST teams are still available for consultation and to offer support and guidance to schools.

Pastoral Care during remote learning

At Westbourne School, we are proud of the level of pastoral care we provide to pupils. Just because they are not all physically in the building does not mean pupils can't expect the same level of care and interest they would usually receive from their teachers. Every form group has a dedicated Google Classroom, so pupils have regular access to their form tutor and the pastoral team, as well as an opportunity to communicate in a safe online space with others from their form group during periods of remote learning. The form tutors will continue to look

out for the wellbeing of their pupils, and will report any concerns to the pastoral team as usual. Form tutors will still be liaising with parents regarding any issues, such as incomplete / unattempted work, or a lack of communication with staff during periods of remote learning.

From the start of the Summer Term 2020, form tutors or a member of the pastoral team have been making a fortnightly phone call home to pupils who are not attending school in person, speaking first with parent(s)/carers and then speaking directly to the pupil (with the consent of their guardian). The form tutors phone the family landline, or the mobile phone number(s) of the parent(s) which we have on our system. Parents must ensure that they continue to make us aware of any new contact numbers or details. These phone calls enable us to maintain supportive relationships with our pupils and families, and also to ensure that any concerns or worries can be discussed and addressed. Should families need to speak to a teacher at any other time, they should email this request directly to the relevant member of staff and it will be facilitated. Please be aware phone calls will always be made at reasonable times and on weekdays, unless it is regarding an urgent or serious matter, such as a safeguarding incident. Please also be aware that, since teachers will typically be calling from their own phones, 'No Caller ID' will show up when we make contact. If parents do not pick up the call, teachers will leave a message and will try to inform parents of the time at which we will try to phone again. At this point the teacher would also inform a member of the safeguarding team that contact has been attempted, but has been unsuccessful. If a form tutor or teacher has made numerous attempts to contact a family but have been unsuccessful, they will inform the pastoral and / or safeguarding team as appropriate. Ultimately, if school is unable to reach a family, the Designated Safeguarding Lead (Mrs Day) or a Deputy may find it necessary to visit the home to check on the welfare of the family (maintaining appropriate social distancing at all times, of course). Any home visits will adhere to local authority guidance regarding risk assessments. This is in line with safeguarding guidelines given the current national emergency. It goes without saying that the safety and wellbeing of our pupils is our number one priority.

Important update (15th June) - As of 15th June, Junior School form tutors will no longer be making fortnightly phone calls home, since there is ongoing close communication with children via the Google Meet sessions. It goes without saying, however, that tutors would continue to make contact if there was a concern. We will also no longer be required to make fortnightly phone calls to the parents of Year 10 pupils, as these pupils are now accessing on-site provision. However, those phone calls will continue to the families of children who are unable to access on-site provision.

Google Meet

After conducting thorough research and reading (local and national) safeguarding advice carefully, the school decided to offer Google Meet sessions to pupils from the start of the Summer Term, to help add variety to lessons and to ensure learning is as interactive as possible. Miss Baker amended our Acceptable Use Policy to reflect this, and pupils and their parent(s) were asked to sign an agreement to this ahead of the new term. Once we received parental and pupil consent, we started to invite pupils to Google Meet sessions. We continue to be mindful that some families may choose not to give their consent, and we respect their choice in this.

We ask parents and pupils to bear in mind the fact that this is new technology to a large number of our staff, so we continue to support them by offering training and the opportunity to practise. Some staff may also choose to use Meet more (or less) frequently, depending on their own level of experience, expertise, and access to technology.

Please be aware that Google Meet sessions are a form of live video-conferencing, and are therefore more accessible and appropriate for older pupils rather than the very youngest. Please be assured that any pupils who do not have access to technology which will enable them to use Google Meet will not be disadvantaged - we do not aim to teach every lesson through it, and will also ensure the learning is shared elsewhere on Google Classroom as well. Any comments or questions

regarding the use or effectiveness of Google Meet will be welcome, as we are still in the early stages of using it. We ask that parents please share any feedback with form tutors and / or class teachers as appropriate. Colleagues, please share your feedback with line managers, Miss Baker and / or SMT as appropriate. Please see the information sheets in the appendices below for more detail on how Meet sessions will run.

After half-term (Summer 2020), we also started to offer 1 to 1 academic support for pupils **in Year 11 only**, via Google Meet. This is to help prepare them for Post-16 study - there are a number of subjects which will be taken forward by only one student, and we don't want them to be disadvantaged by not being able to engage with direct teaching if we can make it possible. We have created an AUP addendum for pupils in and parents of Year 11 only, where they can give (or refuse) their consent to having 1 to 1 lessons with their teachers.

Appendices - Information Sheets for Staff and Pupils

In an ever-changing situation such as during a global pandemic, it will be necessary to keep these information sheets under constant review. Whenever they are updated, they will be re-shared with pupils via Google Classroom, and with staff via email. The Remote Learning Policy in its entirety (including appendices) will be available on the parent portal.

Appendix 1: Remote Learning Information for JS Staff

School has restricted access, but learning will continue - here's how!

- Teachers must ensure enough work is put on Google Classroom to cover all your lessons for each week

- When you would normally teach a lesson (e.g. French period 1 on a Monday) you must be available to answer any questions your students may have - expect them to contact you via Google Classroom or in an email.
- Expect pupils to send you their work via GC or email. Work should be marked and re-shared with pupils online so pupils can see the progress they are making and make corrections as appropriate (share/re-share work directly with them rather than posting individuals' work on GC streams). Marking to be in line with JS marking policy; comments in green.
- If a pupil is failing to contact you regarding work, and you are seeing no evidence of it, raise it with their family. Do so sensitively in the first instance, as there may be good reason. If a child is deliberately avoiding work ensure **Jon Clark and Adrian Tedcastle** are informed as well as a parent.
- We understand you may not be able to answer pupils if you are unwell yourself or if someone in your household is unwell - if you become unwell during school closure please inform Jon Clark and Adrian Tedcastle. Pre-empt this possibility by including plenty of material/extension activities on Google Classroom.
- Ensure your planning is up to date and on the system.
- Avoid contacting parents on your own personal phones. Instead try to conduct all communication via work emails, and direct urgent parental requests to the Head and Deputy of JS. If a matter is urgent and you feel it is best dealt with yourself, on the phone, please use your phone's settings to ensure your personal phone number is kept hidden from the receiver of the call. **Never under any circumstances communicate with a pupil in any form other than via Google Classroom, Google Meet or school email, except for in the fortnightly phone calls home from tutors, which would always take place in the presence of a parent.**

- **Form Tutor Pastoral call Home**

Due to the success of our remote teaching model, daily interaction with our children via Google Meet for their curriculum learning (sometimes as often as 4 lessons) and our children's focus, resilience and determination, we are reducing the number of pastoral calls home to our Year 3 - Year 6 parents by your child's form tutor.

Key Stage 2 form tutors will now only contact home if they have a concern. Parents are still encouraged to have dialogue with their child's form tutor if they or their child has only concerns or worries.

KS2 form tutors will continue to contact home if children are not engaging in Google Meets.

PS, Reception, Year 1 and Year 2 form tutors will still call home on a regular basis as they have done since Easter for those children who are not attending school.

- Be mindful that a number of our children struggle to read - ensure all tasks set via Google Classroom are accessible to all, and also remember to differentiate tasks accordingly ensuring access for lower attainers as well as appropriate challenge for more able (Consider 'All, Most, Some' when setting tasks)
- Continue to offer 360 praise to pupils for good work - notifying their parents, form tutor and the Head and Deputy when they have impressed you.
- Short extracts from reading resources can be read aloud by teacher, recorded and, so pupils do not need to read for themselves when using class texts.
- If you have any safeguarding concerns about children during school closure, contact Nat Day on XXXXXXXXXX (number provided to staff) or Jon Clark

XXXXXXXXXX (number provided to staff) to discuss it over the phone - do not put sensitive information in an email.

- Look after yourself and your family - your health and wellbeing is the number one priority. Speak to us about any worries you have or queries. These are unprecedented times, and there is no guide book for us - more than ever we need to be a team and keep talking
- If well, please remember to check your email regularly for general communications and information
- Remember to refer to Miss Baker's very helpful Google Guidance!

Appendix 2: Remote Learning Information for SS Staff

INFORMATION FOR STAFF

In the event of school having limited access, learning will continue - here's how!

- Teachers must ensure enough work is put on Google Classroom to cover all their lessons for each week
- All classwork / instructions should be accessible for pupils on Google Classroom by 8:50am each day
- When you would normally teach a lesson (e.g. French period 1 on a Monday) you must be available to answer any questions your students may have - expect them to contact you via Google Classroom or in an email. **However, if you are on-site teaching Year 10 during this time, you may not be able to be present in your Google Classroom at the same time. Instead please ensure you set work which is appropriate for pupils to complete independently, and ensure they understand why you are unavailable**
- Expect pupils to send you their work via Google Classroom. Work should be marked and re-shared with pupils online so pupils can see the progress they

are making and make corrections as appropriate (share/re-share work directly with them rather than posting individuals' work on GC streams)

- Ensure you keep the 'Online Work' spreadsheet up-to-date, following guidance from Miss Baker and Mr Birbeck. This spreadsheet allows you to record and track pupil engagement and progress with remote learning.
- If a pupil is failing to contact you regarding work, and you are seeing no evidence of it, raise it with their form tutor who can discuss it with the child and their family. Ensure the 'Online Work' spreadsheet reflects the level of your concern, and add 'comments' to the spreadsheet to help provide the form tutor with useful information. Remember - there may be a good reason for the pupil's lack of engagement. If a child is deliberately avoiding work ensure a member of the Senior School Development Team (Mr Hicks, Mr Birbeck, Mr Bunton, Mrs Wilcox and Mrs Day) is informed as well as the form tutor.
- We understand you may not be able to answer pupils if you are unwell yourself or if someone in your household is unwell - if you become unwell during school closure please inform your Head of Department and the Senior School Development Team. Pre-empt this possibility by including plenty of general guidance/extension activities on Google Classroom
- Ensure your subject textbooks are in the Learning Support folder in the Student CRL folder on Drive. If they are not there, email the ISBN number (above the barcode on the back of the book) to Mrs Day, and she will download it and put it on for you
- Conduct communication with pupils and their parents via your work email. However, if a matter is urgent or complex and you feel it is best dealt with yourself, in a phone call, please use your phone's settings to ensure your personal phone number is kept hidden from the receiver of the call (if you are unsure of how to do this, contact Mrs Day who can advise). In such situations, you must always phone the parents, never the child. However, it may be appropriate to speak to a child directly, especially if they are experiencing difficulties with their learning. If needing to speak to a child, ask the parent to remain in the room so they can listen in on the conversation. Ensure you keep a record of the conversation and upload the

detail to PASS/3Sys. If the details of the conversation include a confidential / safeguarding element, phone Mrs Day (DSL) and inform her of the information so she can log it securely on CPOMS and take appropriate follow-up action if necessary. If a child contacts you directly to say they want to talk to someone at school **about a problem at home**, refer the request immediately to Mrs Day, who will make a decision about the appropriate course of action. Inform the child you are doing this, and explain why.

- Form tutors (or a member of the pastoral team if the form tutor is ill, self-isolating or has been furloughed) should phone home for each pupil in their tutor group **once per fortnight**. They should speak first with the parent(s) and enquire about how the family is doing generally. Then, asking the parent(s) to remain in the room, the tutor / pastoral colleague should ask to speak to the child directly. Again, they should enquire about their general well-being and progress, and also invite the child to ask any questions or raise any concerns. Any issues or concerns should be shared with the pastoral / safeguarding / Senior Management teams as appropriate. **From 15th June, Year 10 pupils will no longer require this phone call home unless they are not accessing on-site provision.**
- Staff should never under any circumstances (other than in the two bullet points above) communicate with a pupil in any form other than via Google Classroom, Google Meet or school email (members of the safeguarding team, however, may be required to do this, but they will follow COVID-19 Safeguarding Policy Addendum procedures if this additional contact is required).
- Be mindful that a small number of our children struggle to read - ensure all tasks set via Google Classroom are accessible to all, and also remember to put plenty on for the higher attainers who may be able to do more, and at a higher level (Consider 'All, Most, Some' when setting tasks)
- Aim to include a short video (via Screencastify or Loom) at the start of each lesson, so pupils can navigate through the lesson's tasks. Include appropriate personal touches, to give your pupils a sense of being in your classroom.

- Invite classes to join Google Meet sessions as appropriate in your subject. Ensure you are familiar with the technology and have read the guidance shared by Mrs Day regarding good practice and safeguarding before undertaking any Google Meet sessions.
- After the half-term break (Summer 2020), Year 11 pupils have been allowed to engage in 1 to 1 academic lessons via Google Meet with teachers, but only with their consent and the consent of their parents. Staff should not feel any pressure to offer 1 to 1 Meets unless they are comfortable with the arrangement.
- Other than in the situation above, only 1:1 teachers and members of the safeguarding team should have reason to meet with a child via Google Meet in a 1:1 capacity. All 1:1 sessions must be pre-requested and authorised by Mr Hicks and Mrs Day.
- When setting up Meet Links in your Google Classrooms, you may find that briefly there will only be one pupil in the Meet. This is ok, but please don't have extended 1:1 discussions with pupils, and never set up a 1:1 meeting without discussing it with Mr Hicks and Mrs Day first.
- Continue to offer 360 praise to pupils for good work - notifying their parent, form tutor and a member of SSDT when they have impressed you.
- For appropriate subjects, set Reading Lists via Google Classrooms - these lists can also include videos (e.g. Science Sean, BBC Bitesize, Podcasts etc).
- Short extracts from reading resources can be read aloud by teacher, recorded and uploaded via Screencastify or Loom, so pupils do not need to read for themselves.
- If you have any safeguarding concerns about children during school closure, contact Mrs Day on XXXXXXXXXXXX (number provided to staff) to discuss it over the phone - do not put sensitive information in an email. If you have access to CPOMS, also log your concern on there securely, as well as informing Mrs Day.
- Look after yourself and your family - your health and wellbeing is the number one priority. Speak to us about any worries you have or queries. These are unprecedented times, and there is no guide book for us - more than ever we need to be a team and keep talking.

- If well, please remember to check your email regularly for general communications and information .
- Remember to refer to Miss Baker’s very helpful Google Guidance!

Appendix 3: Remote Learning Information for JS Pupils

INFORMATION FOR JS PUPILS

In the event school has limited access, learning will continue - here’s how!

- Your teachers will ensure enough work is put on Google Classroom to cover all your lessons for each week
- When you are timetabled for a lesson (e.g. French period 1 on a Monday) your teacher will be available to answer any questions you have - please contact them via Google Classroom or in an email
- Please be aware your teacher may not be able to answer if they are unwell themselves - if your question is urgent please direct it to another teacher from the same Year group or a member of the Junior School Management Team (*Mr Clark, Mr Tedcastle & Mrs Rees-Oxley*)
- Google Meet sessions will start to be offered in the Summer Term 2020. Please ensure you abide by the agreements in the AUP when engaging in any Google Meet sessions. Sessions will take place during lesson time for KS2 on a daily basis and be used as a social forum, form time / ‘show and tell’ for KS1 children weekly.
- Have your Google Calendar open all day to remind you of any Google Meet sessions you have been invited to.

- Google Meet sessions can only be set up by members of staff. 1:1 sessions must be specifically authorised by Mr Hicks and Mrs Day, and will **not** routinely be offered by class teachers.
- Sometimes teachers will add 'Meet Links' to their Google Classrooms so you can drop in and ask questions throughout the lesson. You may find you are the only pupil in one of these sessions for a short time. This is acceptable.
- Any work you complete should be shared with your teacher by sharing the document or emailing it directly to them, you can also photograph work and upload it to the classroom using the add button. If you are well it is expected that you will complete your school work where possible. Staff will be monitoring this and be in touch should any problems arise.
- All resources and lesson material will be accessible via Google Classroom. Topics will be shared under subject headings. We may also direct you to educational websites for tasks and research based learning.
- A class text may be given to you to take home in order to make further progress with our English curriculum, please make sure you take care of these.
- Use this time to do plenty of reading, both for pleasure and to deepen your understanding of topics you are covering in lessons. If you find reading hard, audiobooks are easily available online. Ask your parents and teachers to guide you with this.
- Support your family, and make time for **you** - give yourself regular breaks, and ask your family what you can do to help out and ensure everything at home remains as normal as possible

- Support your friends - if you know someone is struggling with the work, offer them guidance and help with difficult topics - share your work and ideas with them and act as a mentor for them - this will help you both. Children in your class are contactable via email but also through the general comments section on Google Classroom.
- Remember to contact your form tutor if you need to talk to a member of the safeguarding team (**Mr Clark & Mrs Rees-Oxley**) about any matters, and that any teacher will do all they can to support you if you want to contact us to discuss anything.

Appendix 4: Remote Learning Information for SS Pupils

INFORMATION FOR SS PUPILS

In the event of school having limited access, learning will continue - here's how!

- Ensure you have read and agreed to abide by the updated Acceptable Use Policy, shared in the Friday Flyer on 17th April. Any issues with this please raise them with Miss Baker.
- Your teachers will ensure enough work is put on Google Classroom to cover all your lessons for each week
- When you are timetabled for a lesson (e.g. French period 1 on a Monday) your teacher will be available to answer any questions you have - please contact them via Google Classroom. **However, they may not be available at times if they are in school teaching Year 10s, but if this is the case they will let you know.**
- Work for every lesson will be uploaded to Google Classroom and accessible by 8:50am each day, so if you need to you can complete work earlier / later than the scheduled lesson. Be aware, however that teachers may only be available to help you during the timetabled lesson slot.
- Please be aware your teacher may not be able to answer if they are unwell themselves - if your question is urgent please direct it to another teacher

from the same department or a member of the Senior School Development Team (Mr Hicks, Mr Birbeck, Mr Bunton, Mrs Wilcox or Mrs Day)

- Enter your form group's Google Classroom each morning between 8.30 and 9.00am and let your form tutor know you are present and ready for the day
- Please ensure you abide by the agreements in the AUP when engaging in any Google Meet sessions.
- Have your Google Calendar open all day to remind you of any Google Meet sessions you have been invited to.
- Google Meet sessions can only be set up by members of staff. 1:1 sessions must be specifically authorised by Mr Hicks and Mrs Day, and will **not** routinely be offered by class teachers, except to Year 11s.
- Sometimes teachers will add 'Meet Links' to their Google Classrooms so you can drop in and ask questions throughout the lesson. You may find you are the only pupil in one of these sessions for a short time. This is acceptable.
- Any work you complete should be shared with your teacher via the 'Classwork' section of Google Classrooms, or by following any specific instructions your teachers have given you. Be aware that staff will be in touch with your form tutor and/or your parents if we do not receive work or communication from you - if you are well it is expected that you will complete your school work.
- If you cannot find your subject textbook in the Learning Support folder in the Student CRL folder on Drive, email the ISBN number (above the barcode on the back of the book) to Mrs Day, and she will download it and put it on for you
- Remember that simply 'reading on' in the class textbook can be a rewarding and valuable activity
- Year 9 and 10 pupils should use spare time to make revision materials for GCSE subjects
- Now will be a good time to revisit previous pieces of work and re-write them, adhering to your teachers' corrections and suggestions
- Use this time to do plenty of reading, both for pleasure and to deepen your understanding of topics you are covering in lessons. If you find reading

hard, audiobooks are easily available online. Ask your parents and teachers to guide you with this - you will find reading lists on Google Classrooms

- Support your family, and make time for **you** - give yourself regular breaks, and ask your family what you can do to help out and ensure everything at home remains as normal as possible
- Support your friends - if you know someone is struggling with the work, offer them guidance and help with difficult topics - share your work and ideas with them and act as a mentor for them - this will help you both
- Remember to contact worrybox@westbourneschool.co.uk if you need to talk to a member of the safeguarding or pastoral team about any matters, and that any teacher will do all they can to support you if you want to contact us to discuss anything