Remote Learning Policy

January 2021

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Contents

Introduction

COVID-19 presents a risk of significant disruption to the operation of our school. We adhere to the local and national measures and directions from Public Health England. If a staff member or Student is required to self-isolate because they have COVID-19 symptoms, or because of contact with a positive case, they will be absent for two weeks (5% of the academic year). It is likely that some Students and staff may have more than one period of self-isolation during the year.

Under the Coronavirus Act (2020) the Government has issued a Temporary Continuity Direction placing a legal duty on all state-funded schools to provide remote education for children who are unable to attend school due to COVID-19.

Access to continuous high-quality education is the right of all our Students and the provision of remote education is a key aspect of our school improvement strategy.

Aims

- To ensure that all Students have access to high quality teaching when they are learning off site.

- To ensure that all Students have appropriate resources to support their learning.

- To support all staff through the provision of good professional development to enable them to teach Students who are learning at home and those who are learning in school simultaneously.

- To enable staff who are isolating at home to teach Students in school and elsewhere.

- To ensure that Students' online learning takes place within a safe environment.

- To ensure that Students' learning is delivered in a way that takes account of their age, stage of development and any additional needs.

- To support parents as valued partners in their children's education.

Who is responsible for this policy?

The Board of Governors, Executive Headteacher and senior leadership team will have responsibility for ensuring the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Definitions

Simultaneous learning or hybrid learning: teaching model in which the teacher is in the physical classroom teaching Students face-to-face while teaching others 'live' online at the same time.

Flex learning: teaching model in which the teacher is in a location other than the physical classroom (such as at home). The lesson is live streamed to an interactive whiteboard in the classroom where Students are being taught. Some Students may also be accessing learning from home.

Fully online learning: teaching model in which the teacher/s and Students are dispersed and all are joining the lesson online from different locations. This could be because they are all self-isolating or because there is full lockdown.

Synchronous learning: real-time teaching and learning, either online or face-to-face.

Asynchronous learning: online learning without real-time interaction.

Flipped learning: classroom and homework activities are switched: conventional content delivery is moved to a pre-session task for Students to complete. Lesson time is then freed up for more one-to-one support and exploration of misconceptions.

Blended learning: combination of face-to-face teaching and online learning, blended together.

Equipment

The school's learning platform is MS Teams, some subjects use Moodle and Zoom for delivery.

In classrooms/ teaching rooms, teaching staff are provided with touch screen devices (interactive whiteboards or laptops).

In the event of simultaneous teaching, all Students will be able to see the content being delivered by the teacher.

Students working from home require access to a laptop or tablet with functioning microphone and speakers. A camera facility will enable higher quality learning in the event that a fully online model is required.

Students may require a camera (such as on a smartphone) to photograph and upload work completed on paper.

Students have been issued with logins for Teams and have been shown how to access platforms within school.

General principles for remote learning

Every effort will be made to ensure that curriculum quality, breadth and balance are not sacrificed where Students are required to learn remotely. The school's schemes of work will continue to be delivered.

Remote learning will follow the normal school timetable (with the exception in Year 11). Students need learning routines and consistent expectations when working at home. Every effort will be made to ensure equality of curriculum provision and continuity between Students learning at school and those learning at home. Year 11 students have had the online timetable adjusted so that the lessons are taught in double lesson blocks to maximise the value of lesson time. This decision was based on feedback from Year 11 students having experienced both timetables.

The principles and qualities underpinning effective teaching and learning are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom. The CREATE guidance defines these characteristics and is applicable in simultaneous, flex and fully online models.

Online learning will be complemented with academic resources to support Students' acquisition of knowledge and consolidation of skills.

All classes in all subjects will have a dedicated MS Teams site.

Teachers who are self-isolating (but well) will teach via MS Teams to Students in school or at home.

In the situation where some Students are learning at home but the rest of the class is in school, simultaneous learning will enable the delivery of the same lesson, irrespective of

where Students are physically based. This will apply from the day subsequent to the day that they return from school in the event that the isolation begins during a school day. Where Students are not well and not affected by Covid related illness, the assumption will be that they are too unwell for school and will not be expected to participate in simultaneous learning.

In the event of full lockdown, all Students will access live learning via MS Teams.

School will make appropriate use of high-quality resources, such as those produced by Oak National Academy, MyMaths, Mathswatch or Kerboodle to support learning. These will be used judiciously to complement the school's schemes of work, not to replace them.

Teachers will assess Students' remote learning in appropriate ways. Depending on the nature of the work that Students are completing, some assessment may be immediate, such as through the use of the chat function in MS Teams. MS Teams Assignment and One Note are helpful tools that may be used for feedback and assessment. Students are entitled to receive high quality developmental feedback, irrespective of whether they are learning remotely or in class. The school's assessment policy applies in both contexts. Teachers should advise which work will be assessed and by what date to Students.

Where a Student has SEND, appropriate differentiation will take place. This may involve setting alternative tasks, using supplementary resources and, where appropriate, having a member of staff 'visit' the Student during online learning. Microsoft Learning Tools may also help teachers to meet the needs of Students with SEND.

Scheduled subject assessments may take place online. Schools may consider using programs to identify plagiarism and help foster academic integrity. The same conditions and time constraints for completing assessments should be applied, wherever Students' learning takes place.

Comfort breaks are built into the online day with lessons running at 45minutes each to allow for this rather than the 50 minutes in school. A copy of the school day timings and timetables for online learning are available on the school website.

Staff will maintain contact with all Students who are self-isolating to check on their learning and wellbeing. Students will register with their designated form tutor every day between 8.30-8.35am. All subject teachers will record non-attendance in the register from each lesson and this will form the basis of a pastoral triage system will be used to identify Students who may need more support. The school will maintain a log and weekly reviews identifying which Students are to be contacted, by whom and when.

Mechanics of online learning
Access
School will conduct an initial audit to ascertain which Students do not have a device or connectivity, this was completed during the first lockdown but will continue to be monitored.

The parents of any Students joining the school will be asked to confirm their home broadband access and availability of a device on which their child can access lessons. All Students will be given access to their Ipad used for school, Surfacego or Laptop provision.

Parents will be asked to notify schools if there are changes to their home IT provision.

Where Students do not have a suitable device, every effort will be made to provide them with the necessary equipment in an efficient and timely manner. This may be delayed due to the outsourced IT support with the school, where this occurs the student will be provided with hard copy alternatives.

All Students will be issued with MS Team login details. This will take them to the lesson that they are to join, at the same time that they would access it following their standard timetable. These should be recorded at home so that the student has access to any logins or passwords linked to school accounts when not in the school building.

Teachers will upload any resources or assignments to the MS Teams sites for each of their classes.

Any resources that are recommended should be quality assured by the subject teachers and available for inspection by school leadership to check that they complement the school's schemes of work and enable progressively sequenced learning.

Students' work should be recorded on paper or digitally depending on the nature of learning and the teacher request. The default method for submitting work is the student usual way of working and students will be expected to provide their own paper or use their exercise books for this purpose.

Students should store or organise digital or paper work for future access in a systematic and consistent way to enable revision and marking.

Simultaneous learning where Student(s) are self-isolating and learning from home, but the rest of the class and teacher are in school

Students will connect with Teams or Zoom daily to access their lessons.

Students will follow their normal timetable. They will be issued with the login details of their lessons. Punctual attendance is expected.

The teacher may choose to use a headset with microphone to deliver the lesson. This has the advantage of blocking out background noise for the 'remote' Student and helping to maintain a safe environment. Where this is not available the teacher should position the laptop to ensure audibility.

The teacher will welcome the Student(s) who are learning remotely at the start of the lesson. During the lesson, care will be taken to have the camera facing the teacher's screen/whiteboard/working area rather than the class. This enables the Student at home to see the modelling that the teacher is undertaking so that they are receiving the same input as the rest of the class. For some aspects of work, it may be necessary for the teacher's face to be visible to support Students' learning.

The 'remote' Student will be able to see documents, text, PowerPoint/Sway presentations and models shared by the teacher, on their own screen.

The teacher will deliver full class input and then mute their microphone when the class are carrying out tasks. They may also switch off the camera when the Students are working independently.

The teacher, as part of their monitoring, can unmute their microphone and privately ask the 'remote' Student a question.

Each time the teacher addresses the whole class, they will unmute their microphone.

Teachers may decide to use the MS Teams 'chat' function during lessons, enabling the 'remote' Student to ask the teacher a question. The teacher will monitor this throughout the lesson.

The 'remote' Student may record their work electronically or in a physical workbook. If the work is recorded electronically, it can be uploaded into MS Teams. If the work is completed as a hard copy, it can be photographed and shared on MS Teams or returned to school by arrangement.

Students who are receiving remote teaching via simultaneous delivery will receive regular phone calls (at least once per week) by a member of the pastoral team to check on their progress and wellbeing.

Further checks on wellbeing may be considered as appropriate.

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

The teacher will deliver the lesson via MS Teams. This is shown on a large screen in the classroom. The Students will work in the classroom / other teaching space, supported by other available staff who will manage behaviour and support the setting up of technical equipment.

The teacher is responsible for setting up the lesson as a meeting and inviting Students to join. This will enable Students to share the teacher's screen. The teacher needs to arrive punctually in order to welcome the class.

The teacher should use their camera and microphone effectively to ensure that all Students can access their lesson fully. The lesson should start with a greeting to the class to re-establish the relationship. The teacher can choose a suitable background in MS Teams (either blurring the background or selecting a suitable alternative) so that their home is not visible to the Students.

Microphones will be muted in the classroom unless a Student is giving a response to a question or the teaching assistant or other staff member is providing feedback to the teacher.

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

The teacher will deliver lessons online via MS Teams or Zoom.

Lessons will take place in accordance with Students' normal timetable and punctual arrival is essential (Year 11 will follow the online timetable).

A typical lesson will include a blend of direct inputs from the teacher and tasks that Students will complete independently themselves. The balance of activities will ensure that Students do not spend too much time on screen.

All Students may be muted during teacher input but they can be asked to share their ideas with the rest of the class by unmuting or on the chat function.

Students are expected to have cameras on and focused on themselves to improve lesson engagement unless the teacher or a member of the pastoral team has approved otherwise. Those not using cameras will be asked to do so and any repeated refusal may result in an exclusion from the lesson.

Students may be assigned to team rooms for structured discussions with their peers. The teacher is able to visit the team rooms to check on progress.

The 'chat' function can be used for Students to ask questions or share their ideas.

All Students should register online with their form tutor between 8.30-8.35am. Any attempt to register outside these times will not be recognised or recorded as Late.

Staff roles and responsibilities

The **Executive Headteacher and Deputy Headteacher** are responsible for:

• ensuring that staff, parents and Students adhere to the relevant policies at all times

• ensuring the wellbeing of staff, taking cognisance of the demands of remote teaching

• ensuring that staff adhere to the security of remote learning systems, including data protection and safeguarding considerations

• ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning

• ensuring that there are arrangements in place for monitoring incidents associated with remote learning
• maintaining review of the effectiveness of remote learning arrangements to ensure Students' education does not suffer.

arranging any additional training staff may require to support Students during the period of remote learning

• providing advice to staff on digital pedagogy.

Subject teachers are responsible for:

• supporting the work of teachers in their subject by providing advice as necessary on how learning can be adapted to the remote environment

• ensuring that resources to support schemes of work are readily accessible

• ensuring that schemes of work are being followed and that there is alignment between the learning being undertaken by Students who are learning remotely and that of their peers who are learning in class

• monitoring the quality of remote learning in their subject.

• reminding Students about online safety and ensuring that protocols for safe working are followed

• maintaining the usual timetable, curriculum and content, with any adaptations not being at the expense of ambition, breadth or continuity

• teaching in a way that provides high quality learning and equality of opportunity for Students, irrespective of whether they are learning in class or remotely

• assessing Students' work and providing Students with appropriate developmental feedback

• identifying Students requiring additional support and making these a priority

• uploading resources to MS Teams.

• maintaining a record of Students' engagement with live learning when they are studying remotely and liaising with the pastoral team to determine follow-up action that may be necessary

Pastoral leads are responsible for:

• monitoring attendance and engagement of Students who are learning remotely in every scheduled lesson

• liaising with technicians and class teachers as appropriate to resolve issues that arise

• contacting parents if a Student does not engage with a lesson that they should be attending remotely.

• encouraging and motivating Students learning remotely by devising and contributing to the schedule of phone calls home. (Each self-isolating Student should be contacted at least once during the week. Phone calls may be made by heads of year, subject teachers, senior leaders, teaching assistants as appropriate.)

• identifying any patterns of non-engagement (such as failure to attend lessons in a particular subject) and working with the Student and class teacher to resolve

The **Designated Safeguarding Lead (DSL)** is responsible for:

• ensuring that daily check-ins occur with identified vulnerable Students and families, where this level of intervention is appropriate.

• liaising with staff to identify any concerns and follow up with phone calls home.

• overseeing concerns and checking that they are appropriately documented.

• liaising with and supporting the SENCO as appropriate.

• monitoring the use of one to one teaching and ensuring safeguarding guidelines are followed.

• identifying vulnerable Students who may be at risk if they are learning remotely.

• ensuring that child protection plans continue to be implemented while the Student is learning remotely, and liaising with the Executive Headteacher and other organisations to make alternative arrangements for Students who are at a high risk, where required.

• identifying the level of support or intervention required while Students learn remotely and ensuring appropriate measures are in place.

• liaising with relevant individuals to ensure vulnerable Students receive the support required during the period of remote working.

The **SENCO** is responsible for:

• liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all Students and that reasonable adjustments are made where required.

• ensuring that Students with EHC plans continue to have their needs met while learning remotely.

• identifying the level of support or intervention that is required for Students with SEND to enable them to learn remotely.

• identifying specialist software packages to support individual Students.

• ensuring that the provision put in place for Students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

• conducting and agreeing a risk assessment with the class teacher and DSL in the event that one-to-one teaching is required.

Intervention Support are responsible for:

• supporting Students with learning, remotely.

• supporting the teacher with marking and feedback (as directed by the teacher).

• supporting the teacher with virtual lessons (as directed by the teacher).

• contacting Students if not engaging with learning

• escalating any concerns to the subject teacher or the pastoral team.

The **IT technician, data manager and School Manager** are responsible for:

• overseeing and supporting the set up of the MS Teams infrastructure in school.

• ensuring that all Trust-owned devices used for remote learning have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

• ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required.

• working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all Students and staff.

supporting staff who are logging into MS Teams from home, as required

• supporting any Students (or parents) who are having technical problems with their hardware or software.

Staff training

The Deputy Headteacher is responsible for assessing training requirements of staff, supporting their development and accessing central training where required.

 All staff receive induction and training to enable them to deliver online lessons. This includes, at the most fundamental level: MS Teams.

Teachers are responsible for identifying any digital resources which may enable students to progress online and apply for these via the Deputy Headteacher.

All staff are required to read and uphold a staff code of conduct for online teaching (see appendix

Staff are responsible for identifying difficulties with online access and resources and escalating these to the Deputy Headteacher.

All staff should attend the weekly staff sessions online, any parents evenings or other directed time activities online and should submit apologies to the Deputy Headteacher if needed.

Student training

Students will need to have their passwords and digital access to remote learning. They should make a member of the pastoral team or their form tutor aware of any difficulties.

Students will be inducted on the use of MS Teams.

Students will need their school email address and password in order to join MS Teams lessons. These should be memorised by Students. Parents should not use these as a means to communicate with the school, they are for Students only. Students should not share their passwords and logins with another student.

Staff will provide additional support to Students who may have difficulty in following the process of logging into MS Teams independently so that they practise the route before they are in the position of having to learn remotely.

Working with parents

Parents may have anxieties about their children's self-isolation, particularly if the child or other family members are symptomatic, clinically vulnerable or have tested positive for COVID-19.

Maintaining a strong relationship with parents will be a significant factor in ensuring the success of remote learning.

Parents will be informed in writing about the duration of their child's self-isolation whilst in school.

They will also be informed about how to access MS Teams or other sites, where appropriate.

The school website has a designated section on Teaching and learning, online, this contains guidance on how to access key sites, the school online day and timetables.

Parents will be provided with a brief guide to home learning on the website. We respectfully remind parents of the damage that can be done by concerns expressed via social media rather than resolved in partnership with the school. The school urge parents to contact the Deputy Headteacher with any concerns or questions.

A parentmail will be issued each Friday with relevant updates on online learning included.

Parents will be advised if a student does not attend, engage or deliver work via MS Teams. This is for guidance only and is issued so that parents are aware of how their child is progressing online.

A code of conduct outlining basic expectations will be provided for parents to read and uphold- see below.

Behaviour and pastoral care

Students who are self-isolating need to feel that they are part of the school community. Retaining the structure of the school day for learning at home will go a long way to ensuring this continuity.

Form time is a focal point for the class or school community. Joining assembly remotely will give Students an important sense of belonging.

Accurate and timely completion of registers will ensure that Students who should be learning remotely are swiftly identified and included in lessons.

Teachers will make checks on Students' attendance at all online lessons. The school will contact parents if Students have not joined sessions to ascertain reasons and offer support in finding solutions. Attendance of self-isolating Students is essential in order that they access the full sequenced curriculum and make good progress.

The requirements for online behaviour (using the chat function courteously to express ideas, being punctual to lessons, joining in when asked to respond, working hard) will be discussed with Students.

All Students will be asked to abide by a code of conduct relating to remote leaning (see below).

Students will be encouraged to let staff know if they have a problem with which they need help.

The school's safeguarding policy and procedures continue to apply when Students are learning remotely.

Online safety

Online safety is a matter of paramount concern. The following points made in relation to online safety during remote learning should be considered in conjunction with the school's ICT Policy.

Students should be directly taught practical online safety techniques in age-appropriate ways throughout their school lives.

Key considerations for online safety when planning remote learning are to be applied with regard to video and audio delivery to ensure that Students and staff remain safe at all times.

Lessons will be planned for teaching to groups or classes. The SENCO and senior leaders will determine whether elements of remote learning may be delivered individually to Students. Where this is the case, care will be taken to ensure that there is no potential breach of safeguarding protocols. This provision must be carefully monitored. If a Student who is subject to a child protection plan is to receive online one-to-one teaching, a chaperone should be provided, or if that is not possible, a member of staff will visit during the session.

Staff should wear suitable clothing for lessons, as should Students and household members in the event that cameras are to be used. If Students wear inappropriate clothing, they

should be asked to switch off their cameras and the matter should be discussed with them outside the lessons.

Appropriate backgrounds should be selected by any staff or Students who are on camera and joining lessons from home.

Staff and Students should always use appropriate language during online learning, as should others in the household who may be audible.

The same high standard of behaviour expected in school also applies online. Courtesy includes the 'chat' function responsibly and avoiding any comments that could cause offence. Students should indicate they require attention by using the MS Teams facility to raise their hand.

Students must follow teachers' directions with regard to the use of hardware and software. The school's behaviour policy will apply to any Student who does not use equipment responsibly. In the case of particularly poor behaviour, the teacher will remind the Student of the required behaviour.

If behaviour persists that interferes with the learning of other Students, or is a safeguarding risk, the teacher can remove a Student from an online session and refer them to the pastoral team to be addressed via the school's behaviour policy.

No material should be recorded, stored, or distributed without the permission of the Executive Headteacher. The recording of lessons by Students or families is forbidden.

When delivering from home, teachers should ensure that they have an environment with as strong a connectivity as possible and an environment to avoid disruption to lessons as much as they are able. Families should be encouraged to do likewise. Staff should remain aware that they are visible whenever their camera is switched on and audible whenever their microphone is unmuted. Staff should advise the pastoral team if there is something that may affect their lesson delivery or if they are not available.

The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own /family-owned equipment and technology, such as ensuring that their internet connection is ensured.

The school will encourage parents to set age-appropriate parental controls on family-owned devices and internet filters to block malicious websites and will direct parents to resources to help them keep their children safe online.

Risk assessment

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

Data protection

This policy should be read in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their work at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote teaching and learning.

Any data that is transferred between devices will be suitably encrypted.

Parents' and Students' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy.

Paper copies of contact details will not be taken away from the school premises.

Students are not allowed to let their family members or friends use school owned equipment. It is provided solely for the purpose of Students' learning.

Any breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or Disciplinary Policy.

If the school decides that some lessons should be recorded so that Students can revisit them, these lessons will be stored correctly and only used for Students in the year group where the lesson was filmed. These recordings can be retained for one year and then destroyed.

Appendix 1

Staff Code of Conduct - Online Learning

Staff are expected to uphold the following principles.

Staff should:

- ✓ briefly remind Students of the need for positive participation and adherence to etiquette at the start of each lesson.
- ✓ maintain the same high expectations of Student behaviour that apply in the physical classroom.
- ✓ use positive praise and rewards in recognition of engagement, effort and progress.
- ✓ remember that Students may be anxious about remote learning; emphasise building positive relationships.
- ✓ sign into MS Teams shortly before the lesson is due to begin and ensure that all resources are in place.
- ✓ ensure that all Students are muted unless they are invited to contribute verbally to the lesson.
- ✓ monitor the chat function to ensure it is being used appropriately.
- ✓ ensure that they model high professional standards at all times including through the use of professional language and provision of high-quality resources.
- ✓ ensure that safeguarding requirements are met. In general, Students should be taught in groups.
- ✓ Make students aware where work will be assessed or marked and when feedback is/ will be given.
- ✓ ensure settings are configured so that only the teacher can present during the lesson and share their screen.
- ✓ ensure that emails are closed and only those programs that are necessary for the lesson are open.
- ✓ at the end of each lesson, select 'end the meeting' (not 'leave the meeting') so that Students cannot continue the meeting unsupervised.
- ✓ where teaching from home choose an appropriate background to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption. Report any breaches or concerns.
- ✓ when teaching Students online, ensure that all communication is through MS Teams. Never share personal details or contacts with Students or communicate through social media or other channels.

Appendix 2

Parent code of conduct for online learning

When Students are learning remotely, they are joining 'live' lessons. Their teachers may be streaming the lesson from school or from another location, depending on the circumstances. Our expectation is that Students continue to follow the full academic curriculum, attending lessons every day and participating fully. We expect Students to behave respectfully and to apply themselves to their studies. We value your support in ensuring that your child learns safely and helps to keep others safe.

Parents are expected to uphold the following principles.

As a parent/carer I will:

- ✓ ensure, as far as possible, that my child can access their online lessons in a quiet environment.
- ✓ support my child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- ✓ encourage my child to participate fully in online lessons and to complete independent work set by the teachers.
- ✓ ensure that no element of an online lesson is recorded by my child, myself or family members.
- ✓ avoid making any comments, or sharing any material, on social media that could identify my child, their school or staff.
- ✓ ensure that my child takes care of any equipment that they have been loaned by the school and uses it only for the intended purposes.
- ✓ Read and respond to any communication from school as requested via the school channels. No family member will attempt to communicate with the school via the Student accounts or MS Teams.
- ✓ Report any absence via email to the pastoral team.
- ✓ Report any concerns that I have about my child's learning with appropriate staff at the school.

Appendix 3

Student Code of Conduct - Online Learning

Students are expected to uphold the following principles.

I will:

- ✓ arrive on time to all my online lessons, following the schedule and log-in details provided by school.
- ✓ ensure that I have all my equipment ready before the lesson starts.
- ✓ keep my camera / web cam turned on at all times during lessons unless my teacher has given me permission not to do so.
- ✓ under no circumstances record the lesson, or share any images from the lesson on any platform.
- ✓ keep my microphone muted unless the teacher asks me to speak, and mute myself when I have finished.
- ✓ only use the 'chat' function if directed to by a teacher / staff member, and only for the purpose they specify.
- ✓ ensure that I use appropriate, respectful language when communicating verbally or digitally.
- ✓ stay focused on my lesson and ready to contribute my thinking at any point.
- ✓ use the 'raise my hand' function in order to ask or answer a question.
- ✓ gain permission from the teacher if I need to leave the lesson for any reason.
- ✓ submit work on time and in the method asked.
- ✓ behave in sensible, kind and courteous way throughout the lesson.
- ✓ follow instructions promptly.
- ✓ complete tasks to the best of my ability.
- ✓ be a positive role model as a member of my school.