



**Cabot
Learning
Federation**



Remote Teaching and Learning Policy

Date Approved: 18 March 2021
Approved By: CLF Board
Review Frequency: Annual
Date of Next Review: March 2025

For information and guidance. This policy forms part of the portfolio of policies designed to keep children safe in Education and links to the HR guidance for all staff.

Equalities Impact Screening

Date of screening:						
Name of person completing screening:						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age	✓					Equalities Impact Assessment carried out – February 2022.
Disability	✓					
Gender Reassignment	✓					
Race or Ethnicity	✓					
Religion or Belief	✓					
Marriage	✓					
Pregnancy/ Maternity	✓					
Sex	✓					
Sexual Orientation	✓					
Carers / in-care	✓					
Should the policy have a Full Equalities Impact Assessment? No – see below						
If no – please state reasons:						
Any Other Comments:						
We have carried out a full Equalities Impact Assessment following 12 months for this policy to be put into practice and we are able to review the impact of this policy into practice.						

Contents

History of most recent Policy changes	2
Equalities Impact Screening	3
Contents	4
Policy Statement.....	5
2 Legislation or non-statutory guidance	5
3 Links to Other Policies.....	5
4 Roles and Responsibilities	5
5 Data Protection Implications	6
6 Preparation for Remote Learning	6
7 Continuity of Education in the Event of a Closure	7
8 Remote Learning Practice and Principles.....	8
9 Remote teaching for staff who are in self-isolation.....	9
10 Accessing Remote Learning from Providers outside of the CLF	9
11 Use of other platforms	9
12 Support for pupils with SEND, EAL and other specific learning enhancement needs	9
13 Safeguarding during a period of an Academy closure	9
14 Information for parents/carers.....	10
Appendix 1 – Remote Learning Agreement Primary.....	11
Appendix 2 – Remote Learning Agreement Secondary.....	12
Appendix 3: Details of Blended Learning Scenarios and Responses:.....	13

Policy Statement

- 1.1 This policy aims to set out King's Oak Academy's approach to educating pupils who cannot be educated on site. There are occasions where the Academy will need to close due to events such as (but not limited to) a pandemic, power loss or extreme weather. The policy also covers the ongoing education of students who cannot be on site when the Academy is open but are able to continue with their education offsite, and this includes individual students, bubbles or year groups that need to self-isolate. Additionally, this policy outlines the practices and procedures in place for staff in self-isolation, who are otherwise healthy and able to continue with teaching, setting, marking and providing feedback on pupil work as part of their usual duties.

2 Legislation or non-statutory guidance

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

<https://get-help-with-remote-education.education.gov.uk/statutory-obligations.html>

3 Links to Other Policies

- 3.1 This policy should be read in conjunction with the Online safety policy, Remote Education documents and procedures, Acceptable Use policy, Data Protection Policy and HR Employment Manual.

4 Roles and Responsibilities

Role	Name	Responsibility
Board Member		The CLF Board is responsible for approving this policy.
Academy Council		The Academy Council is responsible for monitoring the implementation and application of this policy.
Link Academy Councillor	Diane Owen	To monitor the implementation and application of the policy on behalf of the Academy Council, ensuring that the school's approach to providing remote learning provides education of as high quality as possible. Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
Executive Team	Jon Jones	To hold the leadership team to account for the application of the policy.
Principal	Katherine Ogden	To ensure that staff are supported to be able to put the policy into practice through training and resources. Monitoring the security of remote learning systems, including data protection and safeguarding considerations
Operations Manager	Catherine Gilman	To ensure that staff have access to the necessary equipment, software and training to put the policy into practice. Reviewing the security of remote learning systems and flagging any data protection breaches to the CLF data protection officer.
Vice Principal	Simon White	Co-ordinating the remote learning approach across the school. Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and regular feedback from students and parents
SENCO	Lou Roscoe	To monitor the impact of the policy on SEND students and ensure that they are not disadvantaged as a result of processes put in place.
DSL	Sarah Holtby	Ensuring that where staff are interacting with children online, they will continue to follow our existing code of conduct and IT acceptable use policy. Ensuring that staff continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in the safeguarding policy. Making sure that children know how to report any concerns they have back to our school, and signposting them to other sources of support too.

5 Data Protection Implications

Staff should ensure they consider the implications of the Data Protection Policy and Privacy notices – the following summary is included in the Remote Education guidance which has been shared with all staff.

Summary

Establish clear and consistent privacy and security settings

Video conferencing technology, like any use of personal data, must be transparent. Privacy Notices should be refreshed to ensure use of the technology is adequately referenced. Make use of the available privacy and security features, including restricting access to meetings using passwords, controlling when people can join the meeting or controlling who is allowed to share their screens. Think about who and how you share the meeting ID or password. Provide employees with clear advice on which features to use and how.

Establish a preferred supplier for video conferencing

Organisations should select a video conferencing platform that matches their policies.

Ensure video conference software is kept up-to-date?

Software must be kept up-to-date. Where video conferencing services are accessed via a web browser, make sure the browser is kept up to date too.

6 Preparation for Remote Learning

6.1 Preparation and planning for remote learning has already taken place within King's Oak Academy. The practices and procedures in place will be subject to regular review and further development to ensure continual improvement to the remote offer.

6.2 King's Oak Academy and the CLF team will be proactive in ensuring that:

- Staff, where relevant to their role, have access to Home Access, Microsoft Outlook, Bromcom, CPOMS, Seneca, Senso and other online platforms as necessary for each individual.
- Students within classes have access to Microsoft Teams, Sparx, Seneca and Microsoft Outlook and any other learning platforms as applicable to each Academy.
- Students and parents/carers will receive support in accessing IT Systems and platforms where possible, including refreshers and reminders on how to log on, how to reset passwords and who to contact for support.
- Staff are familiar with the main functions of all relevant online platforms.
- Staff have the ability to upload lessons and learning to MS Teams, Bromcom, SeeSaw, Tapestry, WordPress and other sites as applicable.
- Academy devices have Senso as a function, which helps monitor student/pupil activity.
- Parents/Carers and students are made aware in advance of the arrangements in place for the continuity of education. The DfE placed a requirement on schools to share arrangements for Remote Education in February 2021. All Academies have published information for families on their websites.
- Students/pupils and families are aware that general safeguarding emails have been set up to allow them to contact the Academy should they need to.

6.3 King's Oak Academy should ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time to invest in Remote Education
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have a suitable device at home and if not, supply them with a device during the closure period if possible.
This links to the HR Guidance outlined in the Working from home guidance.

6.4 Staff should ensure that:

- They have received appropriate training required in order to support remote learning. This training is likely to be ongoing and linked to the CLF trust wide remote, blended and distance learning strategy.
- They have read and understood the guidance outlined in the Data Protection policy, Academy Data Privacy Notice/DPN and the Information security for staff policy and linked Nimble training and that they do not download and store personal data on home devices.
- Their computer-based teaching resources are available outside of the Academy (on MS Teams, OneDrive or OneNote).
- They have access to key resources not available online at home e.g. key textbooks.
- They have access to a suitable device for home use and if this is not the case then staff should alert the SLT, Senior Operations Manager or CLF IT Team.
- They apply the same data protection and confidentiality safeguards when working at home as they would when working on site within their Academy. See Safeguarding policy and addendum for further information.

7 Continuity of Education in the Event of a Closure

On occasion, it may be appropriate and suitable to offer and provide remote education to a student in the event that they are isolating. In this instance the academy will follow the guidance outlined here.

7.1 King's Oak Academy will make provision for remote contact with students on a daily basis in two forms:

- Students will have access to work that allows them to continue progress while at home.
- Students will have the opportunity for interaction with their class teacher on a regular basis, where this is possible.

7.2 King's Oak Academy will attempt to replicate the timetable that students follow through the course of a normal Academy day, whilst recognising that distance learning, supported by families, may not follow the typical routines. Teachers will need to make themselves available as part of the remote education, blended and distance learning strategy during their normal working hours. These arrangements are part of the Academy schedules and rotas and will need to be determined locally, with reference to the **CLF HR guidance outlined in the Working from home guidance**.

7.3 The Academy acknowledges the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic.
- Some subjects and activities do not lend themselves well to remote learning.

Student/pupil expectations:

- Students/Pupils should retain structure to their working day starting with log-in to the Bromcom student portal at 8:30am
- Check Bromcom and academy emails to see the posts/resources for each lesson and work through tasks in a timely fashion.
- Complete all set work and hand in work via Email / MS Teams.
- Use designated 'MS Teams Forum Pages' to communicate with their teachers and ask questions if they do not understand/require help within normal Academy hours. They may need to email the teacher as appropriate/if they are having difficulties with the system.
- Students must sign off that they have completed set work as per teachers' instructions using the Teams 'submit' function.
- Students may need to photograph work of a visual nature and submit this to teachers via email.

- Deadlines must be met; the SLT/Heads of Year will be informed if they are not.

7.4 Teachers and support staff are expected to:

- Upload teaching materials/lessons to students via MS Teams, Bromcom or email.
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via MS 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.
- Set tasks on MS Teams that include lesson activities and resources, as well as any preparation/homework that would normally be set.
- Mark and feedback using MS Teams assignments with the same regularity they would have done if in the Academy.
- Make sure that all resources are available online including scanned pages of textbooks.
- As much as possible, use the usual rewards and sanctions such as merits/demerits, and verbal praise/warnings. Academy to communicate with parents/carers if there are ongoing concerns.

8 Remote Learning Practice and Principles

8.1 The Academy recognises that different phases and subjects may use different platforms for Remote Learning interactions, although across the CLF the preferred platform is via MS Teams. Using existing Academy systems (Microsoft Teams as the preferred platform) means this provision can be put into place quickly and students/pupils only need their existing login details of Academy email and password for much of their content.

8.2 Remote Learning interactions may take the format of a 'webinar'/live lesson, in which teachers broadcast lessons to children. Teachers are therefore unable to see students and students are unable to see each other. Recorded videos uploaded to an MS Teams channel are the most likely solution to the current Remote and blended learning procedures. Remote learning interactions must be planned in accordance with the **Safeguarding risk assessments shared with Academies and as agreed by the Principal and Safeguarding team.**

8.3 Principles: (Please see HR and Safeguarding guidance for further details):

- Staff must wear suitable clothing and should be the only individual in the webinar or video.
- Any computers used should be in appropriate areas; for example, located in appropriate and suitable spaces, and where possible, be against a neutral background.
- Any videos should be recorded and backed up safely and securely, so that if any issues were to arise, the video can be reviewed. These videos can then be made available to students who may have been unable to view the contents until a future date and time. **See Information Security for Staff and Data Protection guidance for further details.**
- The webinar or video should be kept to a reasonable length of time.
- Language must be professional and appropriate.
- Any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers' terms and conditions (for example, no business use of consumer products).

- 8.4 The Academy is mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. In this event, staff and students should rely on Show My Homework, Sum Dog, Seneca and Hegarty Maths to provide content and using their staff/student email.
- 8.5 Some families may not have internet access at home and King's Oak Academy will seek to provide lesson content for its most vulnerable students if given adequate notice prior to any Academy closure.

9 Remote teaching for staff who are in self-isolation

- 9.1 Teaching staff may be in the situation where, in line with the guidance from Public Health England, they are required to self-isolate. Staff may be well and therefore able to undertake meaningful work at home. During any such period, the Academy will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.
- 9.2 If a member of staff is required to self-isolate, they are expected to:
- Follow the normal guidelines for planned absence. They should plan resources and set cover work for another teacher, who may not be a subject specialist, to follow.
 - Additionally, they should mark work and give feedback remotely.

10 Accessing Remote Learning from Providers outside of the CLF

- 10.1 Students may have a varied curriculum offer and this may include tuition and support from external agencies. In the event that the Academy has to close or external agencies cannot enter the building they may offer their own Remote Learning packages. It is the responsibility of the academy to ensure that they complete a thorough review of the packages/ support on offer to ensure that they meet our safeguarding standards. The quality assurance process will be recorded and updated when appropriate. Social Workers, when appropriate (CIC, CP Plan, CIN) should be consulted when allowing students to work remotely with external provider.

11 Use of other platforms

- 11.1 It is understood that there are occasions where Zoom would be the chosen or identified platform for use in specific circumstances for example parents/carers open event, or if an external provider has opted to use Zoom. The Academy's data privacy notices have been updated and the Academy is able to use Zoom if required, although it is not the chosen platform across the CLF for remote education.

12 Support for pupils with SEND, EAL and other specific learning enhancement needs

- 12.1 Teachers should ensure that work is differentiated as required for all learners when setting online tasks. This includes support for EAL learners and families as required. Profiles should be made available for pupils with SEND and advice can be sought from the academy SENCO.

13 Safeguarding during a period of an Academy closure

- 13.1 In the event of an Academy closure, pupils, parents, carers and teachers are reminded that the Academy's Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are

specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at the Academy.

14 Information for parents/carers

14.1 Parents/Carers will find the following useful information already on Academy websites, Academy based social media profiles and other forms of communications e.g. the Bromcom 'My Child at School' app:

- Email contact details for their child's teachers.
- Information on work set.
- Up to date information on Academy closure.

Appendix 1 – Remote Learning Agreement | Primary

1. I will only use my Academy e-mail address for Academy related things.
2. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the Academy network.
3. I will not try to bypass the internet filtering system.
4. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
5. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
6. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
7. I will ensure that my online activity, both in Academy and outside Academy, will not cause my Academy, the staff, pupils, or others distress or bring them into disrepute.
8. I will follow the Academy approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the Academy community
9. I will respect the privacy and ownership of others' work on-line at all times.
10. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged, and made available to teachers, to protect me and others and the integrity of Academy systems.
11. I understand that these rules are designed to keep me safe and that if they are not followed, Academy sanctions will be applied, and my parent/carer will be contacted.

Pupil Name	
Signed Pupil	
Signed Parent/Carer	

Appendix 2 – Remote Learning Agreement | Secondary

1. I will only use ICT systems in Academy /home, including the internet, e-mail, digital video, mobile technologies, for Academy purposes.
2. I will only use my Academy e-mail address for Academy related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the Academy network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
8. I will ensure that my online activity, both in Academy and outside the Academy, will not cause my Academy, the staff, pupils, or others distress or bring them into disrepute.
9. I will follow the Academy approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the Academy community
10. I will respect the privacy and ownership of others' work on-line at all times.
11. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged, and made available to teachers, to protect me and others and the integrity of Academy systems.
12. I understand that these rules are designed to keep me safe and that if they are not followed, Academy sanctions will be applied, and my parent/ carer will be contacted.

12. Pupil Name	
13. Signed Pupil	
14. Signed Parent/Carer	

Appendix 3: Details of Blended Learning Scenarios and Responses:

Secondary phase

Scenario	Detail	What to provide	Actions
1. Emergency remote teaching of individuals or group (1 – 2 days)	When children are self-isolating with symptoms and are awaiting the results of a test or at the beginning of a bubble closure.	<p>Pre-prepared, easily accessible learning in core subjects which is linked to the curriculum area under study, but separate from the progression of learning in class. This will be in the form of a paper-based booklet sent home in the event of a short-notice bubble closure.</p> <p>Electronic copy provided through Insight for any student isolating awaiting a test result.</p>	<p>Prepared packs of work set up.</p> <p>On the first day of absence, attendance/office team will email the pack of work home. If a bubble is due to close, P5 lessons cut short in order to provide all students in the affected bubble with a paper copy of the 2-day pack.</p>
2. Remote learning - individual child (10 – 14 days)	A child has to self-isolate following a positive test in their household (not involving bubble closure)	<p>After the initial 2-day period covered by scenario 1, learning resources sent home via Insight. Class teachers to set this work in line with their curriculum in 1-week blocks. Resources to enable student to follow the in-school learning from home as closely as possible. Work to be quality assured by Heads of Department before setting on Insight.</p>	TTR informed by attendance office when a student absence will be 14 days. TTR then contacts Heads of Department for work.
3. Emergency onsite teaching (1 – 2 days)	When the teacher is sent home awaiting the results of a test	<p>Situation based – could involve internal / external supply teachers or collapsed groups.</p> <p>If teachers are self-isolating but able to work, remote teaching from home to groups in school is possible.</p>	<p>Daily contingency planning for staff numbers on site.</p> <p>Depending on number of teaching staff involved, could escalate to scenario 4.</p>
4. Remote teaching – whole bubble (10 – 14 days)	When the bubble has to close due to confirmed cases or due to staff absence.	<p>After the initial 2-day period covered by scenario 1, learning resources and live learning timetable to be sent home via Insight. Class teachers to set this work in line with their curriculum in 1-week blocks. Resources to enable student to follow the in-school learning from home as closely as possible. Work to be quality assured by Heads of Department and set on Bromcom by class teachers (or a single teaching in the case of a smaller group closure)</p>	Communication plan in place to inform parents of any bubble closures. 2-day packs contain information for students on logging in to Insight and Teams

Primary phase

Type of learning	When to employ	What to provide	Actions
<p>1. Emergency remote teaching of individuals or groups</p> <p>(1 – 2 days)</p>	When children are self-isolating with symptoms and are awaiting the results of a test or at the beginning of a bubble or school closure.	<p>Pre prepared, easily accessible learning which is separate from the progression of learning in class. This could include:</p> <ul style="list-style-type: none"> • Maths fluency/ mathematical thinking • Phonics/ spelling • Reading • Writing <p>This will be a pack of work fronted with an explanatory documents and links to useful websites. Paper copies will be available for those who need them.</p>	<p>Prepared packs of work set up</p> <p>Office staff send out once notified of an x code</p> <p>Teachers begin to prepare home learning in case the child is confirmed as needing to self isolate</p>
<p>2. Remote teaching - individual child</p> <p>(10 – 14 days)</p>	A child is self isolating. This could be due to test refusal or family are having to self isolate.	<p>For the first 2 days, emergency learning will be sent home as in scenario 1. This gives the teacher time to begin preparing learning.</p> <p>Reduced version of in school learning sent home via seesaw. This can be sent home for the week and should follow the learning of the class. Links to books/ maths/ spelling activities should be included. This could also include recorded lessons being sent home where appropriate.</p>	<p>Office will notify teachers when it is confirmed that they will be self isolating.</p> <p>Teachers to have template ready to add to and send as needed</p> <p>Office staff to post learning</p>
<p>3. Onsite teaching – teacher isolating</p> <p>(10 – 14 days)</p>	When a teacher is self isolating due to family isolating or track and trace	<p>If the teacher is well enough to work, they should prepare lessons from home to be delivered by the contingency team. This could include supply.</p> <p>If the teacher is not well enough to work, lessons to be prepared by the contingency team.</p>	Daily review of contingency planning and adapt as needed.
<p>4. Remote teaching – whole bubble or whole school</p> <p>(10 – 14 days)</p>	When the bubble or school has to close due to a confirmed case in the bubble or local lockdown	<p>Emergency learning sent out as in scenario 1.</p> <p>Families informed that online learning will begin in 2 days time.</p> <p>Learning for the day sent via Seesaw with a timetable for the day in line with what they would be doing in school. They will also receive a page of links daily with all of the sessions for the day. This will include live sessions, pre recorded sessions, videos and links to other websites as well as activities that require no screen time. ‘Live’ sessions will include a check in and check out daily as well as a live lesson of either maths or state of being. Children may also be invited to an intervention or 1:1 reading session.</p>	<p>Office staff to send communication and emergency learning</p> <p>Teachers to send remote learning and conduct live lessons</p>

Scenario 4: Remote Learning expectations:

Key Principles:

- Delivery of our shared curriculum at distance
- Maintaining a close Teacher : Student relationship
- Teaching that meets the ideals of our framework, and the needs of our students

In the event of a local lockdown or bubble closure, students are expected to follow their normal timetable of 5 lessons per day. This should enable staff to deliver learning sessions to students remotely whilst also teaching their classes that remain in school.

Under scenario 4, the work sent home should be jointly planned and agreed at a department level to minimise workload. If the whole Year group is isolating, work should be set by class teachers through Bromcom, if a smaller group is isolating, work is set by a designated teacher in the team. Work must be set on Bromcom weekly using the academy format and titled “*SUBJECT_Remote Learning WC DD/MM*”. This document should include details the work to be done in each lesson, resources needed and links to the Live Learning sessions for the week. Class teachers will be responsible for ensuring that work is differentiated by need and ability, and for providing students with feedback that moves their learning forward.

Format for work setting: [INSTRUCTIONS Layout.doc](#)


Year X SUBJECT Remote Learning instructions

Week Commencing: 21st September

You should spend **60 minutes** per activity, following your normal timetable.

Complete this activity in your **exercise book**, on **paper** or **upload to Google Classroom**.

You can show your teacher by **taking a photo of your work and sending it via email**.



Date and Time of lesson	Instructions	Resources needed (including links)

What is ‘Live Learning’?

Each ‘live learning’ session will run through Teams Live Events and should begin with 10-15 minutes of expert “I do” input from a subject specialist. This is to support with the remote learning that has already been shared. This will be followed by a period of ‘live availability’ where teachers will be on hand to answer any questions you have related to the work being covered. This availability could involve emailing or phoning students or setting up small group sessions on Teams. It is sensible and

practical for subjects to combine classes for these sessions. In KS3 Option subjects where combined classes are not possible, it may be more appropriate to share a video of the “I do” followed by the period of live availability in each session.

‘Live Learning’ and use of Microsoft Teams: Overview of types of call

Type of Group	Description	Teams Functionality
Large Groups 8+	<p>This applies to activities such as assemblies or whole class lessons.</p> <p>This type of interaction resembles a lecture with the option for you to choose questions which are sent to you by students and address.</p> <p>Staff Guide Student Guide</p>	<p>Teams ‘Live Events’</p> <ul style="list-style-type: none"> • Teacher Video and Audio is delayed by 20 seconds for students. • No Student Video • Chat function limited, questions approved and published by staff. • Automatic recording of event.
Small Groups 3-8	<p>This will apply to students who are struggling significantly either academically or emotionally and need more intensive interaction to complete a task.</p> <p>This type of interaction resembles a group intervention led by a TA or teacher. Here live interactions between staff and students might be necessary with teacher and student video.</p> <p>This function is also useful where a teacher is self-isolating, but able to remotely teach their class from home whilst a cover teacher manages the room.</p> <p>Staff Guide Student Guide</p>	<p>Teams Video Conference Call</p> <ul style="list-style-type: none"> • Teacher video and audio is live • Student video and audio is live • Chat function available • 2+ members of staff present for safeguarding
1:1	<p>This will apply to students or families where there are very significant safeguarding and mental health concerns. For example, it may be that a home visit has not been possible. These calls will be made only by a member of the pastoral team or SLT.</p>	<p>Teams Video Call</p> <ul style="list-style-type: none"> • Teacher video and audio is live • Student video and audio is live • Record call. • Written consent required