



St Michael with St Thomas C of E Primary School



Remote Learning Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

Remote Learning Policy

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PURPOSE

Most pupils returned to St Michael with St Thomas CE Primary School full time at the start of the Autumn half-term 2020. Despite this, there is still a risk of lockdown and school partial closures due to localised or national outbreaks of coronavirus or of small numbers of individual pupils being unable to attend school due to self-isolation. Because of this, it is vital for schools to plan for any disruption to schooling during the 2020 to 2021 academic year.

Government guidance states that:

“Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.”

This document outlines how St Michael with St Thomas CE will meet these statutory requirements; outlines clear remote education procedures and expectations for staff, pupils and parents; and will also act as a working document which can be used to address queries in relation to remote education in a consistent way across the school.

REMOTE LEARNING VALUES

Our approach to remote learning at St Michael with St Thomas is underpinned by four key values. These values summarise the key components of remote learning best practice, and are the key areas in which we strive to ensure our remote learning system excels in:

1. **Content** – The lessons and lesson materials provided in our remote learning should match the standard of those used within school. The lessons should follow a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are linked to the school’s curriculum expectations. It will encompass online tools that will be consistently used across the school in order to allow interaction, assessment and feedback. Knowledge and skills will build incrementally, with a good level of clarity about what is intended to be taught and practised in each subject and will be of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.
2. **Challenge** – Teachers will set meaningful and ambitious work each day in a number of different subjects, replicating the students’ in-school timetable as closely as possible. The system will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding or creating higher-order thinking challenges to stretch those students who require it. We recognise that younger pupils and some pupils with SEN/D may not be able to access remote education without adult support and so as part of our provision we will work with families to deliver a broad and ambitious curriculum delivered in a flexible manner.
3. **Consistency** – The delivery and style of remote learning will remain consistent across classes and key stages. By doing this, we can guarantee the same high-quality, remote learning experience for every student at St Michael with St Thomas. Our remote learning procedures will be explicitly taught during in-school class hours to ensure that, should the need arise, the transition to remote education is as seamless as possible, minimising the amount of lost learning time. Behaviour, punctuality, attendance and work expectations will remain the same as in school:

remote learning is in place to ensure that no further learning time is lost, and it is paramount that all the curriculum for all students continue, wherever they may be learning from.

4. Connection – Research shows that engagement and productivity of remote learning increases when the learning is centred around connection and communication. This can be both between teachers and students, and amongst peers. We know the importance of interaction (both academic and social) and the distinct lack of interaction students may have had following lockdown. Our system will have teacher-to-student interaction at its very core, with guidance, feedback and pastoral support available throughout the school day. There will also be a large focus on peer communication, with moderated chat channels for pupils to talk to each other, and live lessons which will allow students to see and hear both their classmates and teachers.

REMOTE LEARNING SYSTEM AND SOFTWARE

As of September 2020, St Michael with St Thomas CE will use Microsoft Teams as its remote learning platform. The software can easily be installed on computers, laptops, tablets and smart phones as it integrates well with the school's existing Microsoft 365 package.

All students are assigned their own unique Three Saints Academy email and password which grants them access to their own class' Teams home page.

MICROSOFT TEAMS FOR REMOTE LEARNING OVERVIEW

From September 2020, all students will have been provided with their own MS Teams login details, and will be accessing MS Teams weekly to during lessons and for homework, to complete simple tasks to help them become familiar with the system and its interface. Should a student or class need to begin remote learning, their learning should be available immediately.

When students log onto to MS Teams, they will be presented with their class home page. Clicking into the home page will open up the Team's 'General Channel'. This acts as sort of a home screen and is where the weekly or daily announcements will be posted to inform students of what lessons they must complete.

If students are working on a laptop or computer, the 'General Channel' will include useful links to online platforms such as Times Table Rockstars, Reading Eggs, Spelling Shed, Oxford Owls, KS2 online reading library and Maths Prodigy. There will also be tabs for the morning register and school rules for the use of MS Teams. If students are working on a smart phone or tablet, teachers will include required links into the text of the announcement for easy access.

The daily or weekly announcement on the 'General Channel' will inform students of which other subject channels they need to visit, when they should complete the work, and in what order they should look to do it. It will also inform them of any key messages or live lessons that are happening that day.

There are no expectations for students/parents to print any resources, and all teaching materials should provide suggestions on how the work could be set out on blank paper or on a typed word document.

Once work has been completed, it can be submitted directly using the assignments system on Teams. Alternatively, pupils can send in photos of work to the teacher using the chat stream if they are working on paper.

Within the private chat function, your child can send messages to their teacher (either requesting support or clarification on a piece of work). They can also submit work and receive feedback.

This is a brief overview on the basic functionality of MS Teams and how it will be used as a remote learning platform. There are numerous other functions that MS Teams offers which staff and students will use as part of their remote learning experience.

BARRIERS TO REMOTE LEARNING

Created using Novak Education's Flowchart for Reducing Barriers to Remote Learning

Barrier: Do all students have access to a device?

Yes: If all students have devices, there are opportunities to provide digital text and numerous choices for them to learn, even if the internet is not available. It is important to remember that some students will still benefit from hard copies of resources and manipulatives so these may still need to be provided.

No: School will loan out Government Chrome Books for students with no devices or lack of devices. Paper copies of resources can be made available for collection or delivery (this will only ever be the case if school have no more devices to loan out)

Barrier: Do all students have access to the internet?

Yes: There is a great opportunity to leverage digital tools and texts to provide a universally designed learning experience (like that provided by MS Teams). It is important to provide clear standards, daily/weekly agendas and numerous opportunities for students to get feedback on their learning.

No: School will seek to provide routers and sim cards for families without the internet. Paper copies of resources can be made available for collection or delivery.

Barrier: Does the remote learning system cater for asynchronous learners?

Yes: Having the option of asynchronous learning is critical to embrace the variability of our students, their families and their ability to learn at a specific time when we cannot account for many variables at home. Encourage synchronous instruction but post all learning materials including lesson videos in the class Team, so all learning have options to access learning when they can.

Barrier: Do students have academic support at home?

Yes: Some students will have support at home but these students will often have significant privileges not afforded to some other learners. The school recognises the strain the remote learning puts on single-parent families, low-income families and those without flexible jobs.

No: Staff available throughout the remote learning day via phone or internet for students who may be struggling. Parents will be reminded of the synchronous and asynchronous education options to support them to manage around working patterns. Support staff will be used to facilitate learning to at-risk individuals.

Barrier: Are students making progress toward age related academic standards?

Yes: It is important to share this progress with students and their families. Frequent feedback is key to help students grow as learners.

No: Staff will conduct frequent assessments of student progress so supplemental support can be provided to learners who need intervention. These interventions will be offered in small group or individual sessions throughout the day.

TEACHING AND LEARNING

In order to meet our key values of content, challenge, consistency and connection, there are some principles of remote teaching and learning that all teaching at St Michael with St Thomas CE follow. Of course, there will be flexibility in order for staff to cater for SEND students, vulnerable students or students with barriers to remote education; however, these principles should be seen across all remote learning at school.

Work mirroring that of the classroom curriculum will be available on Teams daily.

As discussed earlier, government guidance states that all remote learning should be available immediately. Staff should consider how the uploading and creation of remote learning resources can be included in their regular planning time.

Videos with direct instruction and explanations should be available for every lesson. These may be from the class teacher, or make use of other high-quality sources such as Oak National Academy

All videos should have verbal explanations to maximise independence with work and to ensure good levels of connection for students.

Resources should be provided along with verbal or written instruction regarding presentation.

During teacher video inputs, staff should give students various options on how to lay the work out (specifically mentioning options for those working on paper and those typing into blank word documents).

There should be no expectation for work to be printed and this must be explicitly stated. Reducing the expectation for students to have additional devices or processes at home will ensure that a further technology divide is not created.

MS Teams Private Chat function should be used throughout the day to engage and prompt students. Students are given full access to communicate with their teachers throughout school hours, allowing them to request support, extension or to submit work. Staff should be aware that some students may be more reluctant to use this chat facility than others. It is crucial that staff send messages to the students each morning and afternoon, as well as throughout the day to promote conversation (especially from students who may have not yet messaged back).

While this will vary in EYFS & KS1 and for student's with additional needs, for the majority, independence should be promoted to both the students and parents. Many students will, while at home, ask for as much parental involvement as possible. It is key that staff communicate with parents (both prior to and during remote learning) that students should be relying on the school staff to support them to continue to build independence in learning which will support pupils in returning to school.

Affirming the remote learning expectations through phone calls

The world of remote learning is new to everyone involved, and because of this, many students and parents may be unclear of the school's high expectations when it comes to working remotely.

Ensuring that phone calls are made to parents if attendance, communication or work quality slips is crucial in early intervention and support. It may be that a child requires alternative or additional provision, and it is school's responsibility to identify this as soon as possible and put the provision in place.

Catering for all abilities within the class

Taking the above into account, it is more important than ever to ensure that differentiated worksheets and inputs are provided to those students who require them, in order to allow them to engage most effectively with remote learning. These differentiated resources and videos should be shared via the private chat directly to the students, so they do not get confused between their work and the whole class work. Differentiation could simply mean alternative layouts, wordings or slightly tweaked question styles.

Additional support for funded children is still required and should be visible within remote teaching and learning.

Teaching and support staff can provide additional support to funded students through phone and video calls via MS Teams private chat function. These calls can act as check-ups and live lesson introductions. Each child's needs will be slightly different, and through working with the remote learning teacher and class staff, each child should have a personalised approach to best support their remote learning.

FEEDBACK AND ASSESSMENT

The use of continuous assessment and high-quality feedback is just as important in remote learning as it is in the regular classroom setting. The way in which this is delivered may be different during remote learning however, the key principles of timely, personal, and used as a way to move learning forward still stand.

If students submit their work or a question during the school hours (9am – 3:30pm), then students should expect to receive feedback/support in a timely fashion. There may be some exceptions (for example, during the teacher's lunch hour). If teachers are struggling to get feedback to students, they may redirect a student to contact a member of support staff.

Feedback should be clear and use the appropriate media to get the best results. Receiving feedback via a screen is a new challenge for our students. It is important that feedback and expectations are communicated clearly.

In order to best achieve this, staff should consider the best way that particular feedback should be given:

- Written feedback (via the chat function, or notes written directly on electronic or scanned in work).
- Verbal feedback (via voice notes feature on the Teams app, or through 1:1 phone calls/video calls).
- Video feedback (sent via the chat function and easily filmed on a tablet or smart phone).

Feedback should challenge and progress learning. Teachers should identify misconceptions in work and provide students with feedback and additional practise questions. They could provide extension and challenge tasks, or they could provide personalised video/voice notes.

In some instances, acknowledgement feedback will be used and not every piece of work will have comments, in line with what children are used to in school as part of the feedback policy.

Staff will continue to have high expectations for the standard of work produced, and will challenge lower standards where they feel necessary.

Teachers will keep a record of what work has not been submitted by each pupil.

Assessments made by teachers should be acted upon during remote learning time. When students are identified as not meeting expectation in lessons, it is the teacher's responsibility to put suitable provision and intervention in place to support their learning.

Work submitted will be stored on MS Teams.

LIVE LESSONS

The remote learning provision that MS Teams provides and the procedures that are in place at St Michael with St Thomas offers a high-quality learning environment however, we know that nothing compares to direct instruction from the class teacher.

Daily live lessons are a key component of the remote learning strategy as they allow in-the-moment questioning and assessment of student understanding, as well as the flexibility to differentiate and provide support instantly.

Live lessons should be communicated well to students via the general daily announcement, following the timetable that has been communicated to parents and pupils.

Live lessons should be hosted at least once a day from the subject channel. All live lessons need to be recorded for safeguarding and equal opportunity purposes for asynchronous learners.

Any child who is absent from school when the rest of the class is in, will be encouraged to watch the live lesson as part of their remote education. This lesson will be recorded in the same way as above. In this situation pupils will not be on the camera, as the lesson will be focused on the staff member who is at home. Pupils in the class will be heard answering and asking questions.

When engaging with live lessons from home it is the responsibility of parents/carers to ensure their child's camera is turned on/off (depending on parental consent). All live lessons will be recorded and all recordings will be available on MS TEAMS for any child who wishes to watch the lesson again or at a later date. It is important that all parents/carers understand the situation around live lessons/video calls and that you have read and are familiar with our updated Privacy Policy and our Safeguarding Addendum, and have given consent via Arbor for their child to appear on camera.

At the end of every live lesson, the attendance record should be downloaded for safeguarding purposes.

SMALL GROUP WORK AND 1:1 SESSIONS

It is crucial that students are provided with support and guidance tailored to their needs and learning journey. One of the best ways to support this is through small group video calls or 1:1 video calls. Group and 1:1 video calls may be arranged ad-hoc as required, or may be scheduled with students ahead of time as part of their daily timetable. It is important to make sure parents/carers are aware that these calls are happening.

All group and 1:1 calls need to be recorded for safeguarding and equal opportunity purposes.

At the end of every 1:1 or group call, the attendance record should be downloaded for safeguarding purposes.

USING SUPPORT STAFF DURING REMOTE LEARNING

During periods of individual, group or whole class lockdowns, it is important to ensure that teachers are supported on MS Teams by classroom support staff. The use of support staff during remote learning will improve learning outcomes for students, as well as working to reduce the workload of teaching staff.

Prior to periods of isolation, it is important that support staff have:

- Familiarised themselves with this document;
- Familiarised themselves with MS Teams;
- Been added by the class teacher to their class/bubble team;
- Checked for suitable internet and computer access at home;
- Set up private chats with the class/key groups/individual students;
- Agreed with teaching staff how they will support learning during remote learning.

It may be that staff require additional training or in-school hours to become secure with their use of MS Teams. In these cases, the remote learning key teacher should be contacted so that this can be arranged.

Here are some ways that support staff can assist during remote learning:

- Take over private chats while teaching staff are on assigned PPA time;
- Make video/phone calls to funded students;
- Make video/phone calls to PP students and targeted students;
- Run small group interventions;
- Collate work for a differentiated resource;
- Run 1:1 or guided reading sessions;
- Run SAFMED 1:1 or small group.

This is by no means an exhaustive list, and are just some ideas which have worked so far in school.

STUDENT AND PARENT EXPECTATIONS

Consistency is one of our remote learning key values. Because of this, many of the expectations for students mirror those of our in-school expectations. Of course, with remote learning, new challenges arise, and it is vital to set expectations out for students from the earliest stages of remote learning.

Attendance

Students are expected to log in each weekday for remote learning. Absence due to illness should be communicated to the school office by a parent/carer as normal.

If individuals within a class are off, teachers will make phone calls at the earliest possible point. If a full class are working remotely, then teaching staff should phone on the day. On the occasions where parents may need their children to not be online at certain times, teachers can make flexible arrangements with parents.

FIRST DAY RESPONSE

As with the normal procedure, if a child is absent, parents will ring the school office before the start of the school day to let school know their child's reason for absence. During remote education, class teachers monitor pupil engagement in the first instance. If a pupil fails to login to MS Teams and register by 9.30am, the class teacher will contact them to find out the reason. If a child will be absent from remote education that day, the parent/carer will be asked to inform the school office.

The office first day response is as follows:

1. A phone call will be made to parent/ carer (the school number will show).
2. A text will be sent asking parents/carers to make contact with school.
3. If the parent/carer doesn't contact school after these attempts, a home visit is scheduled.

School staff should be vigilant when observing attendance, punctuality and work habits over remote learning, as a decline in any of these areas could indicate a work/technical/safeguarding issue that needs to be addressed.

Punctuality

Students are expected to sign into MS Teams and sign the register by 9:00am each morning. Any students who have failed to do so will receive a call home from their class teacher to check the reason for their absence.

Work Submission

Students are expected to complete all tasks set within a day and submit their work by the end of the day. Students submitting work past 3:30pm will not have same day feedback provided. Class teachers should be informed by parents if there is a reason that students can't complete the work on a given day.

Work Missed

Any work missed, with or without a parental explanation, should be caught up on at the next possible opportunity. Teaching staff may provide students with ideas about when would be the best time to complete an overdue piece of work.

Chat Function

Students should not use the chat function to try and communicate with any students or staff beyond those running their private chat. Any students doing so risk being removed from MS Teams.

Other Functions

Students are also permitted to use 'Teams' and 'Chat' to access their work and talk to their teacher. Any other functions such as calendar, scheduling, apps, calls or assignments are off-limits to students. Any students using these functions risk being removed from MS Teams.

Communication

Whether communicating to staff via private chat or video call, or with peers via the class chat, students should communicate respectfully and kindly. Any students not doing so risk being removed from MS Teams.

Live Lessons

Students are expected to enter live lessons with microphones muted. Students will only be permitted to unmute at the member of staff's request e.g. ask or answer a question or to join in with a discussion.

Only students with parental consent to do so, will be permitted to have their camera on. Parents/ carers of children who do not have permission to have their camera on, are responsible for ensuring their child's camera is switched off at all times. Staff will give regular reminders for children to turn their camera off, if they do not have permission.

Chat Hours

Students are permitted to contact their class teacher using the private chat function between the hours of 9am – 3:30pm. Any correspondence outside of these times will not be responded to (unless made as part of a flexible arrangement) and parents should contact the school office if they need to communicate with the teacher. Consistent early or late messages or use of the chat for non-remote education purposes (e.g. Students A has left their jumper in school) risks the child being removed from MS Teams.

Should students not comply with these remote learning expectations, verbal or written warning (via private chat) will be made first. Consistent refusal to comply will result in communication with home and involvement from the Head Teacher or Key Stage Lead.

SYNCHRONOUS LEARNERS

Most students will fall under the category of synchronous learners. These are the students who are logging on during normal school hours, accessing the live lessons and completing the work with the assistance of the live teacher chat. For synchronous learners, it is expected that:

- Students will access remote learning daily. They should log in by 9am and log out between 3pm - 3:30pm (or when they are given permission by their class teacher);
- Students will complete and submit all work set by the end of each school day (if this is not possible for whatever reason, students/parents must let their teacher know and a phone call may be made home to come up with a catch-up plan of action);
- Students will respond in a timely manner to teacher feedback and questions (in younger years, this may be with assistance from parents);
- Students will not miss or leave remote learning during the day (apart from on breaks and lunchtime) unless parents seek permission from the class teacher (this can be done via the teacher chat bar).

We will assume that all learners are synchronous learners and will make phone calls home should the above criteria not be met.

ASYNCHRONOUS LEARNERS

There will be some students who fall into the category of asynchronous learners for one reason or another. These are the students who are unable to log in during normal school hours therefore can't attend live lessons or use the live chat feature for support. These students can still log into MS Teams and access the resources provided but only at a time which suits them. Students may be an asynchronous learner due to parental work commitments, technology shortages, childcare issues, or additional learning requirements. If parents believe their child to be an asynchronous learner, then they must inform your class teacher (either at school or via the MS Teams private chat if they are already remote learning). It is important that the work of asynchronous learners is tracked; however, staff and parents can come to an arrangement regarding when and how the work shall be submitted.

For asynchronous learners, it is expected that:

- An agreement will be made between parents/carers and the class teacher regarding when work will be completed and submitted;
- A set time and method for teacher feedback will be agreed (this may only weekly for asynchronous learners);
- Students must meet the agreed deadline and should complete all work set.

PAPER PACK DROP-OFFS AND COLLECTIONS

In situations where barriers to remote learning cannot be overcome (refer to the 'Remote Learning Barriers' section above), then families may be given the option of paper resource packs. In these circumstances, just like for other asynchronous learners, a formal agreement should be made in terms of when work will be completed, how it will be returned, and when feedback will be given.

SCREEN TIME

We are aware that while MS Teams is a fantastic resource to use for remote learning, it does require the students to be using a screen for a large proportion of the day. At least three times a day while remote learning, staff will ask students to log out of MS Teams and to have a break - during breaktimes (morning and afternoon) and lunchtime. These times will be identified in the daily schedule and it's important that students log out of MS Teams at these points. Teachers will not interact with students during these times, and work submissions will not be accepted.

In addition to this, where possible, school will encourage parents to reduce screen time to make up for using more screen time during remote education. There may also be opportunities throughout the day (especially during afternoon sessions), for students to complete work away from the screen (for example, they could jot down the task or questions and work away from the computer during that time) and staff will maximise these opportunities where possible.

E-SAFETY

With increased access to a computer, comes an increased need to be vigilant in terms of ESafety. All students, on the first day of their remote learning, will access an E-Safety lesson with their teacher. This will happen at the start of each new period of remote learning to refresh students on the key messages.

Some of the key e-safety messages that we will cover about safety within MS Teams (age dependent) are:

- The use of the private chats for teacher-student conversations only - no private chats

amongst students;

- Only to use the functions specifically set out by the school for remote learning;
- Discuss how all actions online are moderated and recorded for their safety;
- Rules regarding Live Lessons (e.g only unmuting when asked, only have camera switched on if parental permission allows and only at the staff member's request);
- Appropriate use of the 'Class Chat' channel, including topics of conversation and the use of memes and GIFs.

Some of the key e-safety messages that we will cover about safety outside of MS Teams (age-dependent) are:

- Checking with teachers and parents before accessing unfamiliar websites;
- The risk that 'Google Searches' can pose and ways to avoid them;
- Never giving away personal information about yourself (including pictures);
- Age restrictions on social media websites and the e-safety dangers linked with having profiles;
- Behave and communicate with others as you would do in school (the internet does not offer the anonymity that most people assume it does);
- Not everything that is posted or said online is true or factually correct.

MENTAL HEALTH AND WELLBEING

During this difficult period, St Michael with St Thomas CE is committed to ensuring that the mental health and wellbeing of its students is a key priority throughout all our remote education measures. Below are some of the key steps that St Michael with St Thomas take in order to support and nurture our students' wellbeing and mental health:

- Daily briefing and live check-ins with school staff to promote connection and sense of school community;
- Have clear structures, routines and expectations for the students and their work on the 'General Channel';
- Including opportunities to engage in regular school-day activities, such as collective worship, to keep a familiar routine;
- Promotion of time away from devices and regular breaks throughout the day;
- Opportunities to complete work away from the screen;
- Setting of regular activities that support and promote positive mental health and wellbeing;
- Live lessons and daily briefings for social interaction amongst peers and teachers;
- Use of 'Class Chat' channel for students to communicate with each other in a moderated environment;
- Continue to celebrate national focus days and weeks to keep children motivated, engaged and inspired by the learning opportunities;

- Celebrate children's mental health and wellbeing week (w/c 1st February);
- Scaffold and support students and families with their work and timetable, making sure that they know school is there to help and will do what they can to accommodate all situations;
- Regular sharing of resources with families to support them in holistic family wellbeing and mental health at home.

MONITORING

For each day of remote learning, class teachers will be expected to monitor engagement throughout:

- Daily class register
- Lesson registers and log of submitted work
- Meeting Logs (Live lessons, group calls and 1:1 calls)
- Meeting Recordings (Live lessons, group calls and 1:1 calls)
- Log of contact made with parents/pupils where lack of engagement has been challenged (where this is ongoing, CPOMs entry will be made)

This will be submitted weekly to the Headteacher.