

Distance Learning Agreement

Guiding Principles

- The learning experience has a clear purpose with tightly focused outcomes and objectives
- The learner is actively engaged
- The learning environment makes appropriate use of a variety of media
- Learning experiences support interaction and the development of communities of interest
- Communication channels remain open between the school and the home learning environment
- A wellbeing programme helps students to be positive and responsible in managing their social, emotional and academic lives
- There is an inclusive online community where individualised care and support are maintained

Instructional routine during suspension of lessons

Rationale:

- To make the best use of resources
- To avoid clashes between subjects competing for time
- To maintain connection with students and parents
- To clarify roles and responsibilities of all stakeholders

Day of Announcement

Principal	Will email parents (copied to all staff and students) with announcement and message from VPTL explaining the online environment and expectations
Vice Principals	Will email all students (copied to all staff) detailing student expectations regarding time management, how lessons will be allocated and support available
Parents	Ensure students have received message from Phase VP that school is suspended and understand expectations

Each Week

Phase Vice Principals	<p>Monitor and liaise with SHOH weekly in LMM on 'Students Causing Concern'</p> <p>Follow up in support of SHOH on most significant students causing concern</p> <p>Log all actions on 'Students Causing Concern' document</p>
SHOH	<p>Provide a THRIVE activity to be completed during P7-8 on Thursday</p> <p>Oversee logging and follow up on concerns identified through the Traffic Lights. Delegate to tutors as necessary</p> <p>Inform Phase VPs during weekly LMM of any student not making progress despite intervention</p> <p>Log all actions on 'Students Causing Concern' document</p>
Tutors	<p>Contact students and parents delegated by SHOH (First instance by email, cc parents. Second instance by phone call to parents)</p> <p>Contact students who have not attended school 2 x days in a row with no reason given by office</p> <p>Log all actions on 'Students Causing Concern' document</p>

Each Day

Principal	Respond to any referrals from daily report
Vice Principals	Follow up in support of SHOH on most significant students causing concern
SHOH	Identify concerns through Traffic Light system on Evidencer
Teachers	<p>Add details of work to be completed during the lesson to Google Classroom</p> <p>Update the Traffic Light system within 24 hours of each lesson</p> <p>Make comments on Traffic Lights if student has not completed work for 2x lessons</p> <p>Will post a learning activity on Google Classroom. This may be accompanied by a brief (2-5min) video or voice file of the activity/lesson expectations</p> <p>Be available for students to contact during all scheduled lessons</p> <p>Must take attendance at the start of scheduled lesson time</p>
Tutors	Take a register on Gateway by 8.30am
Students	<p>Engage with all tasks set</p> <p>Be available during normal scheduled lesson times to communicate with teachers over work set</p> <p>Submit assigned work before deadline OR press hand in on GC</p> <p>Respond to messages from Tutors and SHOH</p>
Parents	Support students in time management and planning for completion of all set work

Lesson 1

Teachers	Will post a Learning activity that should build on or consolidate previous learning
Students	<p>Will feedback to teachers on lesson</p> <p>Will engage with all scheduled lessons</p>

Lesson 2

Teachers	<p>Will acknowledge or feedback on lesson activity completed in previous lesson</p> <p>Will post a learning activity that should build on or consolidate previous learning</p>
Students	<p>Will feedback to teachers on lesson</p> <p>Will engage with all scheduled lessons</p>

Lesson 3

Teachers	<p>Will feedback on previous lesson</p> <p>New material (if relevant) should be delivered through multiple levels of interaction (Google classroom/Hangouts/Zoo)</p>
Students	<p>Will feedback to teachers on lesson</p> <p>Will engage with all scheduled lessons</p>

Responsibilities

Teachers:

Must:

- Set classwork for work for students via Google Classroom. (see Appendix 1 for how to set work on Google Classroom)
- Take attendance at the start of each scheduled lesson
- Schedule Assessments to be available to all students at least 15 minutes before the scheduled lesson time or by 10am (whichever is earliest)
- Set work that can only be completed within the timeframe of the lesson. Do not set homework*
- Allow students 24 hours to complete the classwork set, if they are not in attendance at the scheduled lesson time
- Set class work that continues or consolidates students' learning
- Ensure all resources are provided for each lesson
- Follow up with students who have not completed the work (in accordance with the instructional routine) and be mindful of individual circumstances and challenges
- Maintain a consistent online presence. Including making themselves available during the scheduled lesson time for students to make contact. All contact should be via school Google accounts only. (see Appendix 2 on how to be more interactive)
- Provide feedback acknowledgement of work every lesson, with individualized written feedback to students on work set a minimum of once every week (or every 3 lessons)
- Differentiate by process and outcome where relevant
- Complete attendance on the Gateway at the start of every lesson
- Update Traffic Lights within 24 hours of lesson to indicate if students have engaged with the lesson content. Use the [Traffic Light Guidance](#) outlined here
- Provide an opportunity for student feedback on each lesson via Google Classroom or email (for Senior Phase). This may be regarding pace and content of lessons

Should:

- Set a variety of learning tasks/activities
- Encourage use of video tools with teacher & each other
- Practice the use of the technology they are using for the lessons
- Innovate and stimulate discussion
- Motivate student participation through various means
- Respond to student feedback, regarding lesson delivery method or content, and modify where required
- Include EAs on Google Classroom and in all interactive lessons (Zoom/Hangouts)

Curriculum Leaders

Must:

- Ensure all teachers are following the Distance Learning Agreement through monitoring of google Classroom and Traffic Light system
- Facilitate the tracking and monitoring of students' progress within the department. This may be done through analysis of results from set assessments and liaising with teachers
- Modify strategies for delivery and assessment of units of work, where possible in advance, if school closure is protracted

- Check on the wellbeing of all staff in their departments

Should:

- Have weekly Department Meetings to discuss matters arising and conduct school business

Students

Must:

- Engage with the work set
- Share/ submit evidence of completed assignments at the end of the scheduled lesson time or within 24hrs (if not able to be in attendance for the scheduled lesson)
- Use Google Classroom/Zoom /Hangouts or Big Blue Button to communicate with teachers
- Use the 'submit' button on Google Classroom to indicate that work has been completed
- Contact teachers to ask questions if they are finding the work challenging or encounter any other issues
- Check in individually with tutors

Should:

- Try to complete work set within the timeframe of the lesson and stick to the time indicated by teachers for each task
- Register their attendance with the classroom teacher for all scheduled lessons
- Be prepared to work at home during normal school hours
- Feedback to teachers on each lesson
- Be proactive in asking questions on areas of uncertainty
- Communicate with parents, so they understand their progress

Parents

Should:

- Keep an open dialogue with your child and ask them to show you the learning they are doing each day.
- Look through Google Classroom to stay up to date with your child's learning
- Encourage students to contact teachers to seek help and support if needed
- Motivate student engagement – set expectations/targets and motivate your child to meet them
- Create a comfortable learning environment at home with essential equipment in a distraction free zone where possible

Tutors

Must:

Junior and Middle Phase

- Take a tutor group register on Gateway for your tutor group by 8.30am
- Check in with each member of their tutor group once per week
- Ensure students communicate with each other and stay connected
- Deliver Thrive lessons for all students with clear timelines for completion provided
- Communicate any issues they have become aware of over set work with teachers / Curriculum leaders

- Contact students and parents delegated by SHOH (First instance by email, cc parents. Second instance by phone call to parents)
- Monitor the Traffic Light system for any changes on a daily basis
- Contact students who have not attended school 2 x days in a row with no reason given by the office. (First instance by email, cc parents. Second instance by phone call to parents)
- Log all actions on 'Students Causing Concern' document

Senior Phase

- Take a tutor group register on Gateway for your tutor group by 8.30am. (Present - on site)
- Check in with each member of their tutor group once per week
- Deliver Thrive lessons for all students with clear timelines for completion provided.
- Communicate any issues they have become aware of over set work with teachers / Curriculum leaders
- Contact students and parents delegated by SHOH (First instance by email, cc parents. Second instance by phone call to parents)
- Monitor the Traffic light system for any changes on a daily basis
- Contact students who have not attended school 2 x days in a row with no reason given by the office
- Log all actions on 'Students Causing Concern' document

Senior Heads of House

Must:

- Maintain contact with students and parents, including weekly updates on key issues arising
- Communicate with staff over any wellbeing issues students might be facing
- Oversee logging and follow up on concerns identified on the Traffic Light system Delegate to tutors as necessary
- Inform Phase VP of students causing concern that are not showing improvement in LMM weekly (highlight as red on 'Students Causing Concern' document)
- Log all actions on 'Students Causing Concern' document
- Ensure case management files and support plans are maintained and reviewed.
- Communicate significant behaviour/ wellbeing concerns to Phase Vice Principal
- Adapt THRIVE lessons for online environment (ensure wellbeing slides (from Rachel) are incorporated into THRIVE plans)

Senior Leadership Team

Must:

- Ensure that all staff are trained in the use of the resources required for implementation of the online learning agreement
- Monitor the quality of lessons and the response to lesson provision
- Maintain communication with all stakeholders
- Ensure the wellbeing of all staff and students are monitored
- Respond to any matters referred from daily progress report
- Monitor and liaise with SHOH weekly in LMM on 'Students Causing Concern'

*Year 11:

Students can be set 30 minutes of homework per week per subject.

This homework should be a standalone activity and not an extension of classwork. Students should be given 7 days to complete the work.

Year 10:

Students can be set 30 minutes of homework per week for English Language only. This homework should be a standalone activity and not an extension of classwork. Students should be given 7 days to complete the work.

Year 12-Year 13:

Homework can still be set for Year 12 and 13.

During the online learning phase however, teachers are requested to be mindful of the amount of additional work students are expected to complete beyond the timetabled lessons.

Safeguarding

Safeguarding Protocols for Teachers:

- Teachers should ensure, when using video conferencing, that there is a plain wall behind them. Personal items, such as photographs, must not be in view
- In line with the ESF Child Protection Policy. Teachers should avoid the use of video conferencing in any one to one meeting with students. The audio setting should be used instead. If video conferencing is seen to be absolutely necessary, the line manager must be informed
- Teachers should be mindful of the following section of the ESF Staff Code of Conduct for Child Protection and the Safeguarding of Students

In My Relationships and Communication with Students: I will

1. Use positive, respectful and inclusive language.
2. Recognise all communication (digital or otherwise) is open to scrutiny.
3. Ensure all digital exchanges are made using the school email address, or other school sanctioned means.
4. Not engage in personal and/or secretive relationships or communication with students.
5. Report any inappropriate relationships or communications to the child protection officer immediately.

Safeguarding Protocols for Tutors:

- Tutors should remind students of the need to behave positively and responsibly, and to protect themselves online. This should include revisiting the [SCREEN](#) guidelines
- In line with the ESF Child Protection Policy. Tutors should avoid the use of video conferencing in any one to one meeting with students. The audio setting should be used instead. If video conferencing is seen to be absolutely necessary, the line manager must be informed

Safeguarding Protocols for SHOH:

- In line with the ESF Child Protection Policy. SHOH should avoid the use of video conferencing in any one to one meeting with students. The audio setting should be used instead. If video conferencing is seen to be absolutely necessary, the line manager must be informed

Training Needs

Training Type	For whom
Video making (QuickTime Player /iMovie)	Teachers
Google Hangout (Meetings)	Teachers
Nearpod (presentation)	Teachers
Talk and Comment (feedback tool)	Teachers
Screencastify	Teachers
Google Classroom	Teachers
Pilot of Instructional Routine	All staff
Effective distance learning pedagogies	All staff

Appendix 1 - How to set work on google classroom

1. All work needs to be set as a 'Assignment' under the 'Classwork' tab of a particular Google Classroom.
2. All assignments must include the resources required for the task
3. All assignments must be set at least 15 minutes prior to the lesson and before 10am at the latest.
4. All work needs to be posted with:
 - a. A specific due date/time within 24 hours of the end of the lesson.
 - b. Only set classwork with clear outcomes/completion point. Do not set additional homework as classwork may not fit into the timetable period.
 - c. Indication of how this task/theory will be followed up on either through feedback or in class when school reopens.
 - d. An indication of how much time students should spend on each task.
5. Not all work should be computer-based - but teachers must require students to 'hand-in' any evidence of work. For example, work could be set to build a model and this could be checked on the Google classroom when students photograph their work.

Appendix 2 - Suggested online interactive strategies

1. [Use Google Hangout](#) - Add students into discussion groups and ask them to be during a timetable lesson time. Teachers can be part of the group to monitor chat. The teacher can ask students to discuss a piece of work or a task. Students can share documents online via Hangouts. Copy and paste student email addresses from Datahub.
2. Use Google Forms to set a quick quiz - Google Forms have the option to create a quiz. This could be a small, low-stake, multiple choice quiz to test whether they have done a reading etc...
3. Use Google Forms during lesson times to allow students to post questions regarding the lesson.
4. Give choice over outcome - Work doesn't always have to be a written piece. Give students choice of outcome but the expectation is that they have to 'submit' the work. For example, they could do a reading, build a project, record a video, do a drawing - students can then take a picture and hand-in to classwork:
 1. Interview someone - record and share responses with other students and/or the teacher. This could be through work teams set up by teachers prior to disruption.
 2. Create a video presentation for another student to peer assess.
5. Create podcasts, videos to explain the lesson/tasks (YouTube), PowerPoints.
6. Encourage students to engage with each other in groups (video group chats). This could be through work teams set up by teachers prior to disruption.
7. Use Process Journals for regular reflective writing (Google Docs) - teacher comments in the margins
8. Other interactive platforms include - Zoom conference calls or Google Hangout Chats or email/ Google Classroom Q&A. BigBlueButton
9. [Effective Online Resources](#)