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# **The John Fisher School**

## **Remote Education Policy**

**Responsible:** Governors' SLAW Committee

**Next Review Date:** November 2022

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**Rationale**

**As a school, we have a legal duty to provide remote education to all students who are unable to attend school due to Covid-19.**

In the event of a school closure as a result of Covid-19, The John Fisher School is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their sons from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease, for example Covid-19.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the internet.
- Ensure staff, parents/carers, and student data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

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## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2020) 'School attendance'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

## **2. Roles and responsibilities**

**2.1. The Governing Body** is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

**2.2. The Headteacher** is responsible for:

- Ensuring that staff, parents/carers and students adhere to the relevant policies at all times.
- 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.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents/carers, and students.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure students' education does not suffer.

**2.3. The Health and Safety Team** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

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- Ensuring that students identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The **Data Protection Officer (DPO)** is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and students are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The **DSL** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT support to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the student is learning remotely, and liaising with the Headteacher and other organisations to make alternate 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.
- Ensuring all safeguarding incidents are adequately recorded and reported.

2.6. The **SENCO** is responsible for:

- Liaising with the IT support 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 EHCPs continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for students with EHCPs and IHPs.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

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**2.7. The School Business Manager** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for students to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

**2.8. IT support** are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, 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, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

**2.9. Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to IT support [helpdesk@johnfisherschool.org](mailto:helpdesk@johnfisherschool.org)
- Adhering to the Staff Code of Conduct at all times.

**2.10. Parents/ Carers** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

**2.11. Students** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues by emailing [helpdesk@johnfisherschool.org](mailto:helpdesk@johnfisherschool.org)

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- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour for Learning Policy at all times.

### **3. DFE Guidance**

As a school, we are considering how to continue to improve the quality of our existing in school provision and remote offer as there will be a heavy reliance on blended learning in the years ahead and departments have planned for the following based on guidance from the DFE:

- ensure there is a departmental strategy for blended learning outlining expectations for each year group including a fortnightly plan of teaching and learning in the event of another lockdown
- the blended learning strategy should clearly emphasise the number/ percentage of real time lessons, independent and guided learning opportunities to be undertaken each fortnight in line with the existing curriculum model (Synchronous & Asynchronous learning)
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- ensure effective interaction, assessment and feedback are planned for
- provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- plan accordingly for some students who may not be able to access remote education without adult support
- set assignments/tasks so that students have meaningful and ambitious work each day
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised
- provide frequent, clear explanations of new content, delivered remotely through high quality curriculum resources and/or videos
- gauge how well students are progressing through the curriculum, using retrieval practice, questioning and other suitable tasks and set a clear expectation on how regularly teachers will check work
- 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 students' understanding
- plan a programme that is of equivalent length to the teaching students would receive in school
- avoid an over-reliance on long-term projects or internet research activities

All departmental blended learning curriculum plans are now available on our school website.

### **4. Remote learning in the event of extended school closure**

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Regular '**Real-Time**' direct instruction from teachers (**Synchronous Learning**)
- b) '**Independent and Guided**' learning - minimum 1 x *pre-recorded task* and/or 1 x *drop-in/* targeted support (**Asynchronous Learning**)

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The primary platforms the school will use to deliver continuity of education are:

- Show My Homework (SMH)
- Zoom
- Any other platforms deemed suitable and agreed by SLT (i.e. Google Classroom/ Microsoft Teams)

#### 4.1. School agreed Tier 2

Normal timetables will be delivered either via in school face to face provision or remotely.

#### 4.2. National Tier 2

There will be a minimum expectation of approximately 75% synchronous 'Real-Time' Learning vs 25% asynchronous 'Independent and Guided' Learning in Year 11,12 and 13 with 50% synchronous 'Real-Time' Learning vs % 50 asynchronous 'Independent and Guided' Learning in Year 7,8,9 and 10.

- To ensure real-time lessons do not clash, normal scheduled timetables should be followed in the event of Tier 2 being introduced.
- To ensure an even spread of real-time lessons across the fortnight, we have prioritised a 'Real-Time' KS4 timetable (Years 9-11).
- All other real-time lessons should be delivered as each department sees fit, outside of the KS4 timetable.

#### 4.3. Curriculum Provision

##### Year 7– Remote Teaching (per fortnight)

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Maths/ Science	4 lessons	3 lessons
English	3 lessons	3 lessons
Geography/History/ RE/ MFL	2 lessons	2 lessons
Art/ Music/ Computing/Tech carousel	2 lessons	1 lesson
PE/ Drama	1 lesson	1 lesson

##### Year 8– Remote Teaching (per fortnight)

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Maths/ Science	4 lessons	3 lessons
English (+1 reading)	4 lessons	3 lessons
Geography/History/RE/ MFL	2 lessons	2 lessons
Art/ Computing/ Tech carousel	2 lessons	1 lesson
Music/ PE/ Drama	1 lesson	1 lesson

##### Year 9 – Remote Teaching (per fortnight)

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Maths/ Science	5 lessons	4 lessons
English	4 lessons	4 lessons
RE	2 lessons	2 lessons
Option A, B, C, D	3 lessons	2 lessons
PE	1 lesson	1 lesson

##### Year 10 – Remote Teaching (per fortnight)



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Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Science (Triple + D1)	6 lessons	6 lessons
Science (Double D2-D5)	5 lessons	4 lessons
Maths/ English	4 lessons	4 lessons
RE	2 lessons	2 lessons
Option A, B, C, D	3 lessons	2 lessons
PE	1 lesson	1 lesson

Year 11– Remote Teaching (per fortnight)

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Science (Triple + D1)	9 lessons	3 lessons
Science (Double D2-D5)	7 lessons	2 lessons
Maths/ English	6 lessons	2 lessons
RE	3 lessons	1 lesson
Option A, B, C, D	4 lessons	1 lesson
PE	1 lesson	1 lesson

Year 12 and 13– Remote Teaching (per fortnight)

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Option Block A, B, C, D, E	8/9 lessons	2/3 lessons

4.4 KS4 'Real-time' timetable

The timetable is a grid with columns representing days of the week (Mon-Fri) and rows representing weeks for each year group. Lessons are color-coded by subject: Science (blue), Maths/English (green), RE (orange), PE (yellow), and Options (red/pink). The grid shows a mix of synchronous and asynchronous learning blocks for each year group.

#### 4.5 'Real-Time' guidelines

##### 'Real-Time' lessons as per normal timetable

- Single period – 30 mins max
- Double period – 45 mins-60 mins (same start times)
- Webcams in every teaching venue
- Register taken via Edulink
- Student cameras on
- Zoom links uploaded to SMH by 4pm day before lesson
- Recurring meetings set up with different passwords

##### 'Real-Time' lessons – start times

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
9:15	10:15	11:30	12:15	13:45	14:45

#### 4.6 Tier 3

Tier 3 requires secondary schools to limit on-site attendance to just vulnerable children and young people, the children of critical workers and selected year groups, where possible. There will be a minimum expectation of approximately:

- **50% synchronous 'Real-Time' Learning vs 50% asynchronous 'Independent and Guided' Learning in Years 11, 12 and 13** in comparison to **33% synchronous 'Real-Time' Learning vs 66% asynchronous 'Independent and Guided' Learning in Years 7, 8, 9 and 10.**
- In the event of Tier 3, subject leaders should adapt and reduce their own departmental timetables in line with the KS4 'Real-time' timetable above.

#### Year 7– Remote Teaching (per fortnight)

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Maths/ Science	2 lessons each	5 lessons each
English	2 lessons each	4 lessons each
Geography/History/RE/ MFL	1 lessons each	3 lessons each
Art/ Music/ Computing/ Tech carousel	1 lesson each	2 lessons each
PE/ Drama	1 lesson each	1 lesson each

#### Year 8– Remote Teaching (per fortnight)

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Maths/ Science	2 lessons each	5 lessons each
English (+1 reading)	2 lessons each	5 lessons each
Geography/History/RE/ MFL	1 lessons each	3 lessons each
Art/ Computing/ Tech carousel	1 lesson each	2 lessons each
Music/ PE/ Drama	1 lesson each	1 lesson each

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**Year 9 – Remote Teaching (per fortnight)**

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Maths/ Science	3 lessons each	6 lessons each
English	3 lessons	5 lessons
RE	1 lessons	3 lessons
Option A, B, C, D	2 lessons each	3 lessons each
PE	1 lesson each	1 lesson each

**Year 10 - Remote Teaching (per fortnight)**

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Science (Triple + D1)	4 lessons	8 lessons
Science (Double D2-D5)	3 lessons	6 lessons
Maths/ English	3 lessons	5 lessons
RE	1 lessons	3 lessons
Option A, B, C, D	2 lessons each	3 lessons each
PE	1 lesson	1 lesson

**Year 11 - Remote Teaching (per fortnight)**

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Science (Triple + D1)	6 lessons	6 lessons
Science (Double D2-D5)	5 lessons	4 lessons
Maths/ English	4 lessons	4 lessons
RE	2 lessons	2 lessons
Option A, B, C, D	3 lessons each	2 lessons each
PE	1 lesson	1 lesson

**Year 12 and 13– Remote Teaching (per fortnight)**

Subject	Synchronous 'Real-Time' Learning	Asynchronous 'Independent and Guided' Learning
Option Block A, B, C, D, E	5/6 lessons each	5/6 lessons each

**5. Assessment**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

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Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Live verbal feedback
- Using the “Comments” function on online documents or SMH
- Sending direct to learners with specific feedback / targets
- Feedback via another website / piece of software

In order to comply with the marking policy of formally marking and providing feedback once per half term, staff will need an alternative to collecting in and marking exercise books. Staff are asked to set a piece of work that can be handed in online, by either electronic submission or uploading a photograph. Once marked, students will be provided with feedback based on What Went Well (WWW) and how the work could be Even Better If (EBI). This feedback will be entered in to SIMs/EduLink and a report style document produced for parents/carers.

## **6. Expectations of students**

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant ‘Real-Time’ sessions, completing independent and guided work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. comments on Show My Homework/ Edulink) on a regular basis.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If students or parents/carers have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a students’ overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the students’ Director of Learning.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources to SMH in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

The school expects that parents/carers have internet access at home to access remote learning resources, but teachers will make no presumption of the student’s ability to print at home.

## **7. Expectations of teachers**

Teachers should ensure they have effective internet and a phone connectivity at home. The setting and assessment of remote learning tasks will take place in accordance with school and departmental policies.

In order that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their students in a timely manner.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the subject leader/ additional TLR postholders within the department to ensure work is set to her/his classes.

Teachers should be available to contact parents/carers if needed, via Edulink, email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher’s own number is kept anonymous).

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In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership Team link.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents/carers. Teachers also should ensure their communication with students does not encourage unhelpful work habits.

All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails outside of directed time, although responses should be made to electronic messages within two working days in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- Edulink
- Email using school email addresses only
- Show My Homework

Staff are also encouraged to continue with CPD where relevant. This is likely to be online and courses should first be discussed with the Senior Leadership Team link before applications are submitted to the Assistant Headteacher with responsibility for CPD.

#### **8. Support for students with SEND, EAL and other specific learning enhancement needs**

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENDCO. In addition, the SENDCO will maintain contact with some students requiring regular support, by email or phone with parents/carers and students and feed back to teachers if required.

#### **9. Pastoral care during a school closure**

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / carers. However, tutors (under the guidance of the Director of Learning (DOL) and Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Tutors will be expected to pass on feedback to the DOLs and Senior Leadership Team link, particularly if there are concerns or a lack of communication.

#### **10. Safeguarding during a school closure**

In the event of a school closure, students, parents/carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students 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 school.

Steps taken to support safeguarding during remote learning:

- All safeguarding issues to be raised by staff via My Concern.
- At least one member of the safeguarding team will be available on site during any partial closure.
- At least one member of the safeguarding team will be contactable during school time.
- Vulnerable students in all year groups have been identified and support phone calls will be made according to the level of need (for example, weekly or fortnightly).
- The school will make every attempt to provide on-site provision as required for the vulnerable groups.
- Parents/carers and students can contact the safeguarding team to raise any concerns via [safeguarding@johnfisherschool.org](mailto:safeguarding@johnfisherschool.org)

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- Parents/carers issued guidance and updates on good practice to keep children safe online and sources of further advice issued.
- Safeguarding of students and staff whilst using virtual teaching platforms i.e. zoom (see appendix 1 below)

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**Appendix 1**

**Scheduling lessons**

The following guidance will help prevent some potential safeguarding or behaviour issues and ensure that only those who should be in the lesson can access it.

- Registration for Zoom accounts must be with school email address.
- Details of zoom lesson should be shared with students via SMH in advance as a locked document.
- Details of zoom lesson should be shared with students via 'classwork' feature in SMH in advance.
- Zoom lessons should be delivered as per timetable.
- All meetings should be password protected and employ the "virtual waiting room".
- All Zoom Lessons must be recorded.
- "Join before host" should be disabled.
- A register of participants should be taken.
- Lesson resources/recordings will be shared via SMH after the lesson.

**General staff expectations**

- Staff are appropriately dressed.
- Staff are in an appropriate location where nothing personal or inappropriate can be seen or heard in the background when delivering. Staff may wish to use the "Virtual background"
- Students should join the meeting muted.
- Language must be professional and appropriate, including any family members in the background.

**Running the Zoom lesson**

Be clear about the expectations of the students' behaviour and how you are going to run the lesson. Set out the ground rules (e.g. a 'classroom standard' of behaviour is expected from all participants).

Establish how students will ask questions, will it be via the chat function or "raising hands". When can students speak, is this by a named request only?

**Removing a Participant:** If a student fails to meet staff expectations, e.g turning on Video, poor language, or is disruptive then they should be removed from the lesson. This can be done from that Participants menu, staff can move the mouse over a participant's name, and several options will appear, including Remove.

To further help with the smooth running of the lesson or to prevent disruptive & silly actions, it is recommended to also use the following settings.

**Turn off annotation:** Staff and students can doodle and mark up content together using annotations during screen share. Staff can disable the annotation feature in Zoom settings to prevent students from writing all over the screens.

**Disable private chat:** Restrict participants' ability to chat amongst one another while the event is going on and cut back on distractions. This is really to prevent anyone from getting unwanted messages during the meeting

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**General account setting**

Log into a zoom account in a web browser and under settings select the following option.

- Under security                      Waiting room enabled
- Schedule meeting                Disable “join before host”
- In Meeting Basic    Disable chat, private chat and file transfer  
                                  Screen sharing select “host only”  
                                  Annotation selects “only the user who is sharing”
- In meeting advanced            Enable virtual background.



**Settings when scheduling the meeting.**

- All meetings must be password protected
- All meetings must use “virtual waiting room”.
- All Zoom Lessons must be recorded.
- “Join before host” should be disabled.

**Before admitting students.**

Prior to any students being admitted into the lesson several quick checks should be conducted.

Once meeting has started **before** allowing any student to enter the meeting check under security that the **Allow participants to** options are all **un-ticked**.

This will prevent any student from sharing their screen, inappropriate chat messages or giving silly names to disrupt the lesson.

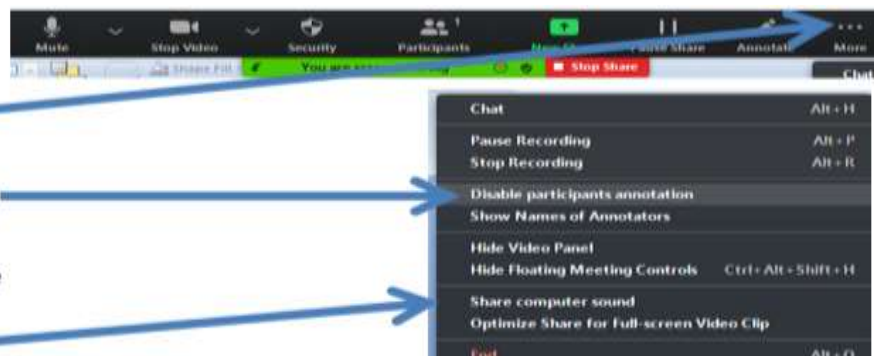


**YOU MUST CHECK THESE OPTIONS EVERY LESSON!**

Once the security the security setting have been checked immediately share your screen and click on the more button.

You will again need to check disable participants annotation.

If you are going to show a video during the Zoom when sharing the video you should click share computer sound.



**Admitting students to the Lesson.**



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- Once initial meeting checks have been completed, students may be permitted into the meeting. This should be done one by one with the staff member confirming the identity of the participant. Students should only be permitted to join if they have used their full name and form group.
- A register of participants must be taken.

**Zoom lesson Expectations for Students**

All Zoom meetings will be recorded by staff. Students are not permitted to record any meeting in any format.

All details of Zoom calls will be issued via SMH, these details must not be shared with anyone.

When joining meetings students must sign in with your full name and form. (e.g John Fisher 8F)

Students must enter meetings with your microphone muted.

Behaviour should be as expected in a classroom.

Students must have a suitable / plain background or use a suitable virtual background.

Students must be appropriately dressed without hats or face coverings.

Language must be appropriate, including any family members in the background.

Students should listen carefully to all ground rules at the start of each lesson and follow the lesson protocol for asking questions & interaction.

The use of the chat function should only be used to communicate with the staff member running the zoom lesson.

**Tutor Time zoom calls.**

During Tutor time zoom meetings students will permit to join the meeting with video, However if students choose to turn on the video option they must adhere to the following rules.

A virtual background will be employed. (Available through settings)

Students will be appropriately depressed.

If any of these conditions are not met students video will be disabled and for repeat issues students will be removed from the meeting.

**PARENTS/CARERS**

- The details or any Zoom lesson will be published on SMH prior to the lesson.
- **Parent/Carer involvement during video sessions:**  
By bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson meaning that the interaction in these lessons is between the teacher and the Students alone.

If parents have any concerns regarding the zoom lessons, they may contact a member of the safeguarding team via [wellbeingsupport@johnfisherschool.org](mailto:wellbeingsupport@johnfisherschool.org)