



Teaching and Learning Policy

Rationale

1.0 To formulate a policy which promotes achievement in our school by stating an entitlement for all pupils to a broad and balanced curriculum which will provide opportunities for them to develop their full potential. The Teaching and Learning Policy embraces the school's visions and values of 'together, resilient, ambitious, caring'.

2.0 Aims

At Titus Salt School we aim to:

- provide teachers with exemplars of good practice upon which lessons are planned in order to maximise learning and progress
- eradicate any weaker teaching and learning practice so that outcomes are maximised
- provide common criteria against which good/outstanding teaching and learning practice can be celebrated and develop that which isn't toward good and outstanding
- ensure a common high quality of experience for all pupils to maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning
- help disseminate good/outstanding teaching and learning practice through lesson visits, lesson observations and relevant, personalised training opportunities
- provide an insight into the review and development of current and future teaching and learning practice, which enables staff and pupils to remain stimulated and focused.

3.0 Monitoring

The quality of Teaching and Learning is monitored through:

- Lesson observations (for new staff and Early Career Teachers (ECTs))
- Lesson visits by Faculty and Subject Leaders for all teachers
- peer observations (through Joint Practice Development)
- Pupil surveys
- Liaison with Inspection Advisors
- Work scrutiny by Faculty and Subject Leaders and members of the Leadership Team
- Joint Teaching and Learning Collaboration on a Wednesday afternoon
- Outcomes as identified on 4Matrix, ALPS Connect and the Data Analysis Tool
- Calendared Governors' Quality Assurance weeks
- Internal examination reviews

4.0 Characteristics of good and outstanding teaching and learning (Quality First Teaching) at Titus Salt School

4.1 Teaching

- 1 Teachers use teaching strategies tailored to the pupils' stage of development and which allow for different learning styles.
- 2 The outstanding T&L Matrix and Quality First Teaching guide, which provides an overview of best teaching and learning practice, is provided for all teachers
- 3 Lessons having clear Learning Objectives/Intentions taking into account pupils' different starting points.
- 4 Teachers plan multi-part lessons which are based on the Faculty's Schemes of Learning. Teachers reconnect with learning objectives of previous lesson.
- 5 Each Wednesday afternoon teachers use T&L collaboration time to undertake joint planning, standardisation, and bespoke training.

- 6 Teachers follow our school 'Lesson Starts and Ends' procedures within the STAR strategy documentation
- 7 Teaching and Learning meetings are organised, where applicable, with Learning Support Assistants to plan how pupils' learning will be supported.
- 8 Teachers refer to displayed level and/or grade descriptors to highlight pupils' progress and the next steps in their learning.
- 9 Pupils are involved with planning and evaluating their own learning, e.g., they take part in effective dialogues with teachers to help them progress through formative marking and discussion. (Green pen reflection and improvement)
- 10 Pupils have the opportunity to learn in collaborative groups, pairs and independently.
- 11 Lessons are personalised to meet the needs of the varying abilities of our pupils including pupils with SEND and those who have been identified as High Attainers. These pupils are identified on Class Charts seating plan printouts.
- 12 Teachers provide opportunities for first-hand experience and investigative work.
- 13 Pupils are provided with opportunities to create, express, and communicate using a variety of media.
- 14 Teachers have high expectations of pupils, stressing the positives in work and attitude. For specific individuals, teachers may also set Positive Behaviour Strategy objectives.
- 15 Teachers promote motivation by making pupils feel secure and valued as individuals and by developing their self-esteem and confidence. We do this through building on strengths to promote success and by using our rewards system.
- 16 Teachers are encouraged to value pupils' individual contributions.
- 17 Teachers recognise the importance of equal opportunities, taking account of individual needs, background, gender, sexual orientation, race, and ethnicity and whether they are identified as being disadvantaged.
- 18 Teachers set homework which complements and extends the work done in lessons. This may involve independent research and preparation for the next lesson.
- 19 Teachers plan appropriate assessments and keep records that are used to guide future planning and ensure progress.
- 20 Teachers' use of questioning empowers pupils to discuss learning and become analytical (through use of deeper questioning strategies, for example).

4.2 Learning

- 1 Pupils are entitled to have access to a wide range of learning materials, resources, and experiences.
- 2 Learning activities should be pitched accurately in order to maximise progress and to allow pupils to experience success.
- 3 Both independent and collaborative work by pupils will be facilitated and encouraged.
- 4 Pupils should be encouraged to ask questions, reflect, and show ambition and resilience.
- 5 Pupils are given responsibility for responding to teachers' comments and for planning and evaluating their learning objectives. 'Star, star, wish' will remain as a strategy (amongst others) to feed back to pupils in order to identify strengths, but more importantly to show what a pupil needs to do to make further progress.
- 6 Pupils are encouraged to take responsibility for caring for and organising learning resources in the school environment.
- 7 The classroom display and school environment will be used to reflect current work themes.

- 8 Pupils should understand that they and the school are part of a wider learning community, for example learning through projects such as SUSOMAD, BBC Report, STEM projects, Royal Shakespeare Company
- 9 Pupils record levels of attainment in each subject area in order to work towards target levels. This might be recorded in exercise books, online or on tracker sheets in folders
- 10 All pupils are encouraged to involve themselves in the lesson and all contribute in some way. Pupils are encouraged to go out of their way to help each other.
- 11 Pupils evaluate their and others' progress accurately and constructively through peer and self-assessment (based on clear frameworks provided by the teacher). This is completed in green pen in exercise books and worksheets.

4.3 Remote Learning

In the event of a local or national lockdown or where pupils must self-isolate for a period of time learning is made available via Oak National Academy and through Microsoft Teams. For other longer-term absences, pupils are directed immediately to online lessons through Oak National Academy (See Appendix A Remote Learning Policy).

5.0 Personalisation

Personalisation can be viewed as an on-going process that is accommodating the individual needs of pupils in school. It ensures that teaching allows most learners to access opportunities to make at least their expected progress in relation to their ability. Carefully selected activities and tasks will support and challenge all learners (including the less able and the highest achievers) to always give of their best.

Personalisation is achieved when based upon an informed review of the pupils' learning, through a diagnostic and formative assessment procedure. Progress from the different starting points and target grades of pupils are taken carefully into consideration when pitching learning objectives. Reference is made to this on Class Charts.

Personalisation within classes should therefore take account of pupils' current attainment and target grades, set in the context of reaching their full potential. Other professional judgements through diagnostic and formative assessment may reshape your initial strategies over time, but this data should remain central to the personalisation strategies used in the classroom

Personalisation can be facilitated through:

Task:

- The provision of different tasks/approaches to tasks to achieve similar outcomes.

Outcome/Response:

- The end product where pupils have worked on a common undifferentiated task which inevitably produces different outcomes.
- The response of the teacher/adult/fellow pupil is an indicator of how personalisation can be achieved. This is essential in cases where personalisation by outcome is planned as the teacher's written or spoken response will vary from pupil to pupil. Marking of a pupil's work is an important medium for personalisation by response. This is usually evident in the 'wish' or by further actions identified through peer and self-assessment.

Resources:

- Adapting the resources to extend the more able as well as support the less able to meet their individual needs. It means changing the resources by which pupils learn to meet their individual needs, for example:
 - Layout, design, graphics, and readability of the resource.
 - Using pupil-friendly systems that will facilitate independent approaches to learning.
 - Training the pupils to use a variety of resources independently (including a study skills programme such as Sam Learning).
 - Reducing the dependence on whole class texts as a source for teaching.
 - Variety of media i.e., bigger striking implements, marker pens and poster paper.

Support:

- The differing needs of pupils will inevitably mean that some need greater support than others. There are a number of strategies that can provide that support, including using the skills of Learning Support Assistants in the classroom.

5.1 Seating Plans

- Seating plans are used as the starting point for Quality First Teaching.
- Use of the software application Class Charts ensures pupil data is linked directly to seating plans.
- A seating plan is used to show how a teacher has a clear profile of the pupils they teach and thereby inform a response to how to meet the needs of individuals they teach – the use of data on a seating plan shows the target for each pupil, their current level of attainment and annotations by a teacher show factors that may determine the level of current attainment or progress made. Background colour coding is used to show whether a pupil is above, on or below their target grade.
- Seating plans support effective planning of lessons to improve the quality of T&L and pupil outcomes.
- The Class Charts Seating Plans are to be printed out and kept centrally within the Faculty. They should also be used on a lesson-by-lesson basis in a teacher planner or the teacher's T&L file.
- Class Charts seating plans are accessible to all colleagues online so that a copy can be referred to instantly when covering lessons.

6.0 Quality Assurance

The Governing Body is committed to ensuring that lesson visits are developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity, and courtesy.
- evaluate objectively.
- report accurately and fairly.
- respect the confidentiality of the information gained.

6.1 Protocols

Lesson visits:

- The total period for lesson visits arranged for any teacher will not routinely (see below) exceed one hour in total per term, having regard to the individual circumstances of the teacher.

- Lesson visits focusing on Faculty-specific priorities will be coordinated by Faculty Leaders in conjunction with Assistant Head Quality of Education (FLD) and will take place termly.
- Whole school compliance visits will also take place each term, focusing on work scrutiny and other aspects of the Personalisation star. There will be no lesson visits during Half Term 5, due to demands of exam preparation.
- As part of the school's QA process, colleagues will be observed formally if they meet any of the following criteria:
 - The school holds no data from lesson observations/typicality checks/lesson visits for the previous two years
 - Lesson observations/typicality checks/lesson visits show significant areas for development
 - Pupil progress in the teacher's classes is consistently low, i.e., significantly negative Progress 8 or gradings 6 to 9 for ALPS
- The arrangements for lesson visits will be included in the planning and review statement and will include the number of visits, specify their primary purpose, any particular aspects of the teacher's performance which will be assessed and who will conduct the visit.
- Teachers will be given no notice about lesson visits, but faculties will announce the particular focus of the visits for that term (as identified through priorities in Faculty Action Plans)
- Lesson visits will take place termly (except where specified above). The Headteacher may direct a focus for all visits that term in accordance with the school's priorities identified in the school development plan.
- Lesson visits will include feedback on the school's Personalisation strategy, progress of learners, the quality of feedback, the quality of questioning and behaviour and safety. Lesson visitors will undertake work sampling during the checks and speak to pupils about their experiences in that lesson. Feedback might also include information on:
 - the intent of the curriculum (relation to Schemes of Learning)
 - implementation of pedagogy (including questioning and personalisation) to secure knowledge.
 - the impact on learners (including the quality of feedback, behaviour, and safety).
- Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, this must be challenged and supported by the faculty leader/subject leader in the first instance. If a subsequent lesson visit shows continued concerns in not meeting the teacher standards, the teacher may have to commence a T&L support plan. The time and duration of the support plan is in accordance with the Teaching and Learning Support Plan protocols
- Information gathered during lesson visits will be used, as appropriate, for a variety of purposes including informing school self-evaluation further whole school training opportunities and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
- Lesson visits will only be undertaken by named persons with QTS. In addition, lesson visits will only be undertaken by those who have had adequate preparation and the appropriate professional training to undertake visits and to provide constructive verbal and written feedback and support, in the context of professional dialogue between colleagues.
- During Governors' Quality Assurance Week, the designated member of staff undertaking lesson visits may be accompanied by a governor.

- Verbal feedback will be given as soon as possible after the lesson visit and no later than the end of the following working day (i.e., within 24 hours). It will be given during directed time in a suitable, private environment.
- Written feedback will be provided within five working days of the lesson visit having taken place. If issues emerged from a lesson visit that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.
- The written record of feedback also includes the date on which the lesson visit took place, the lesson visited and the length of the visit. The teacher has the right to append written comments on the feedback document.
- A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads and designated staff have a right to 'drop in' to support the staff in the teaching and learning process.
- Heads and designated staff have a right to undertake work scrutiny of other groups of pupils at any point. Work Scrutiny will not just be subject specific but be asked for on a group basis, e.g., Year 8 disadvantaged pupils: Year 10 High Attaining pupils.
- Each Faculty/Subject Leader has produced an Assessment and Marking Policy Handbook to help staff know expectations on what to mark, in what way to mark and frequency, thereby creating a more bespoke system within the established and agreed framework
- Work Scrutiny will be linked to standardisation processes and termly data entry to parents/carers. Faculty Leaders and Subject/Key Stage Leaders are able to utilise Wednesday T&L Collaboration time to support this process.
- The Wednesday T&L Collaboration allows the opportunity for more focused collaboration with greater consistency in lesson planning through the review of Schemes of Learning and sharing personalised resources and strategies, as well as subject specific CPD/JPD. This time also allows for standardisation, review of marking and tracking pupil progress to identify target groups and plan intervention strategies.
- Some T&L time will be dedicated to the introduction of whole school T&L strategies followed up within Faculty/Subject areas (once per half term)
- Bespoke lesson plans for all Faculty/Subject areas are to be followed to ensure consistency in planning lessons and to support individual teacher modification of planned lessons within an agreed Scheme of Learning
- Bespoke lesson visit proformas will be used in each Faculty to ensure consistency and a rigorous focus on an individual's areas for further development
- Lesson visits will only inform the Appraisal review process where evidence arises which merits the revision of the Appraisal planning statement, in accordance with the provisions of the regulations
- Findings from lesson visits are collated by Faculty Leaders and direct planning for T&L collaboration meetings and Joint Practice Development

7.0 Monitoring and Evaluation

Monitoring (which is co-ordinated by Assistant Headteacher – Quality of Education) of the following is required:

- Implementation of the whole school policy
- Lesson visit overview
- Lesson visit outcome scrutiny on a termly and yearly basis for SLT and Quality of Education Committee.
- Intervention strategies to promote good/outstanding Teaching and Learning
- Whole school training needs based on lesson visit outcomes

- Strengths and areas for development for all teaching staff
- Staff/pupil surveys (in conjunction with Assistant Headteacher – Leadership and Management)
- New staff and Early Career Teachers (in conjunction with Assistant Headteacher – Leadership and Management)
- Support plans for teachers

Evaluation will take place half-termly.

APPENDIX A



Remote Learning Policy

Remote Learning Policy**1.0 Rationale**

Where a class, group or small number of pupils need to self-isolate, or there is a local/national lockdown requiring pupils to remain at home, teachers at Titus Salt School offer remote education alongside teaching in the classroom. Remote Learning is the provision of work, support, assessment, and feedback from teachers to pupils in the event that school-based lessons are unable to be delivered 'face to face'. Running the school curriculum alongside home based (remote) learning is referred to as 'blended learning'.

1.1 Aims

- To ensure that the blended learning delivery meets the needs of pupils at Titus Salt School and meets the guidelines set by any awarding body organisations.
- To ensure that blended learning does not disadvantage any group or individual learners.

2.0 Guidance

In developing these contingency plans for blended learning, Titus Salt School followed the guidance as detailed in the now withdrawn [DfE's documentation Guidance for Full Opening](#)

We will:

- 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.
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- 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 in each subject.
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources, live teaching, and videos.
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks. Work will be checked, and pupils will receive feedback in line with faculty marking and feedback policies.
- 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.
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers

3.0 Monitoring

During partial and wider lockdowns, the list of pupils requiring remote learning is monitored daily by Assistant Headteacher (Quality of Education) and forwarded to all Pastoral Leaders and Teaching staff in a daily email.

During wider lockdowns teachers log the participation and engagement of pupils on SIMS each fortnight. The list of pupils requiring a laptop, or a work pack is monitored and updated daily by Assistant Headteacher (Quality of Education) and forwarded to all Pastoral Leaders and Teaching staff in a daily email. The relevant year team will investigate any potential barriers to learning and ensure that an appropriate remote learning approach is provided. Year Teams and form tutors make fortnightly checks with parents and carers via phone calls to check engagement in remote learning.

4.0 Accessibility

4.1 Microsoft Teams

During any further enforced school closure, teaching and learning are made available to pupils through Microsoft Teams, direct email contact and via hard copies of work. Details are available on the front page of the school website and are communicated to parents/carers via ParentMail. It must be noted, however, that remote learning will not be able to replicate the learning experience in a classroom environment with a teacher and fellow learners.

The following information is available on the school website:

- Pupils access Microsoft Teams [here](#) and access their school email [here](#) and log in to both with their school email address e.g. 001234@titussaltschool.co.uk and their school network password.
- Pupils can also access Microsoft Teams via dedicated apps on a computer, a phone or tablet. For further information [click here](#)
- All pupils of Titus Salt School are entitled to download Microsoft Office 365 for use at home. [Click here](#) for details of how to download a copy.
- Pupils will have access to Remote Access services during any closure, however, all Teaching & Learning materials required for pupils to study will be made available on Microsoft Teams.

If parents/carers, pupils, and staff have any difficulty with access having followed the instructions above, they can email the support team via teams@titussaltschool.co.uk who will respond as soon as possible.

4.2 Individual and group remote learning

This section applies in situations where the school remains open and working but an individual pupil is/groups of pupils are unable to attend lessons. The provision of remote learning will occur when the result of a COVID test has been made known or for other reasons as determined by pastoral leaders.

Class teachers are advised on a daily basis of those pupils currently awaiting a COVID test and the expected date of return for those pupils who are self-isolating. In the first two days of absence, for example whilst awaiting the outcome of a COVID test, pupils should access the online self-access learning from the [Oak National Academy](#).

The [BBC Bitesize](#) website is also available to provide support for pupils in a range of subjects in Years 7 to 11.

In school any one of the following COVID-related situations could arise:

Remote Learning Policy

i. Member of staff is working from school and some or all pupils are not in school (due to self-isolating or the collapse of a bubble)

The expectation is that the member of staff sets work for all pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams. Work should take the form of tasks set in **ASSIGNMENTS**, PowerPoint presentations with video/voiceovers or a live stream of the lesson.

If the teacher **chooses** to 'live stream' the lesson the teacher should follow the guidance as set out in the Microsoft Teams staff guide and:

- invite the individual pupils/class to a Microsoft Teams meeting at the time when the lesson is scheduled.
- attach any resources pupils may need in the **POSTS** or **ASSIGNMENTS** option.
- disable the camera but keep audio running and record the streaming (if the teacher chooses to have the camera running, they must distort the background using the software on Microsoft Teams).
- ensure that pupils have cameras disabled.
- load the resources and share the screen on the relevant slides.
- keep the format of the lesson simple, e.g., an entrance task, modelling of key learning points, introduction of independent work, addition of any extension tasks and reflection on/summary of key learning points.

ii. Member of staff is working from home (e.g., self-isolating due to COVID), but is not ill and some or all pupils are not in school

The member of staff follows the protocols for absence as detailed in Absence Reporting Procedure document (by contacting school and line manager).

The expectation is that the member of staff sets work for all pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams. Work should take the form of tasks set in **ASSIGNMENTS**, PowerPoint presentations with video/voiceovers or a live stream of the lesson.

iii. Member of staff is ill (including COVID-related absence)

Member of staff follows the protocols for absence (by contacting school and line manager) as detailed in Absence Reporting Procedure document.

If the teacher has lessons that day, they should inform the Faculty/Subject leader, so appropriate work can be set for pupils in their absence. Appropriate work will be organised by the subject/faculty leader and placed in **ASSIGNMENTS** on Microsoft Teams for their class.

iv. Member of staff is absent from school (due to CPD course, conditions of service or for any other reasons as directed by the Headteacher)

Member of staff follows the protocols for absence as detailed in Absence Reporting Procedure document (by contacting school and line manager).

The expectation is that the member of staff sets appropriate work for the class on Microsoft Teams.

4.2.1 Special Educational Needs and Designated Specialist Provision

When leaving remote learning for pupils with SEND needs and those within the DSP, teachers should ensure that suitably personalised work and appropriate support is available (please

Remote Learning Policy

refer to the Teaching and Learning Policy). In the event of a lockdown, pupils in the DSP will have work packs provided for them by DSP teaching staff

4.3 Working practices through Microsoft Teams

Teachers:

- provide work for all pupils through the **ASSIGNMENTS** Tab of Microsoft Teams, check that it has been viewed and handed in and then provide feedback (Microsoft Teams staff guide).
- ensure that the work on Teams is of equivalent length to the core teaching pupils would receive in school and include some daily contact.
- provide work in a paper format for those pupils who have difficulty accessing work remotely. Work from each subject area is collated by Assistant Headteacher (Quality of Education) and delivered home twice or thrice per half term.

Pupils:

- can expect to have work set through other means, for example through Hegarty Maths, Showbie and Canvas. Some pupils will access the work via paper packs. Whatever the platform, teachers will monitor the work set and ensure that appropriate support is in place and that instructions are precise.
- can read their feedback in the **ASSIGNMENTS** tab of Teams upon submission of their work and enter into a dialogue with teachers. The work on **ASSIGNMENTS** will align closely with work completed in class and will be updated dependent on the length of the period of school closure.
- who are working from work packs can photograph their work and submit directly to teachers via email or via Teams. This instruction is included in work packs. In cases where this is not possible, pupils should liaise with the relevant year team in order to organise collection of work for submission.
- will follow their timetabled 5-period day. Deadlines for completion of work remain open-ended to ensure pupils and families are supported and pupils remain focused on learning as best as they can.

4.3.1 Externally assessed components

Where pupils' work includes any externally assessed components, the centre will:

- ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely.
- ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- ensure the setting of assignments is undertaken in any face-to-face sessions and that deadlines are clear.
- ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner.
- maintain and store securely all assessment and internal verification records in accordance with agreements from the awarding body.

4.4 Communication

If pupils have specific questions for class teachers about what is expected for tasks, they may email them directly (using only their school email) or use the **POSTS** tab of Teams. Where teachers are not able to respond in real time, they will endeavour to respond as soon as they are able.

4.5 Support with devices

Pupils who have limited/no access to online activities can be supported if they contact the school via enquiries@titussaltschool.co.uk

Titus Salt School has laptops available for home learning for pupils who find accessing online resources a challenge and when family demands are great on a limited number of devices. Priority is given to disadvantaged pupils, year 11 pupils, year 13 students and then to those in year 12 and year 10. Windows laptops and tablets with keyboards (for improved accessibility) are available for loan in the event of local coronavirus restrictions being enforced.

In order to assess whether pupils need help accessing the internet, the Department for Education is providing access to a variety of supporting agencies for the academic year. Schools can request information on cheaper data tariffs and local authority initiatives via the [Finding out about internet access needs](#), when they experience disruption to face-to-face education or for clinically extremely vulnerable children.

The above devices, when/if called on, remain property of the school and are allocated at our discretion as per the advice in [Lending devices to children and young people - GOV.UK \(www.gov.uk\)](#)

5.0 Safeguarding

Online safety

[Guidance on Safeguarding and remote learning](#) has been issued by the Department for Education and has been shared with staff, parents/carers, and pupils via ParentMail. Guidance from [The National Security Centre](#) has been shared with staff, parents/carers, and pupils via ParentMail.

The Department for Education has published [Getting help with technology for remote education](#), details of which have been shared with all parents/carers via ParentMail. Schools are responsible for ordering and distributing laptops and tablets to:

- care leavers
- children with a social worker
- other disadvantaged learners

5.1 Safeguarding whilst working online

- The school's Safeguarding policy applies equally to pupils working online as pupils working on the premises.
- Any safeguarding concerns (see Safeguarding Policy) must be reported in line with the school's procedure by contacting the Designated Safeguarding Lead (DSL) or one of the Designated Safeguarding Team
- Appropriate advice and guidance should be offered to the member of staff reporting the safeguarding concern, and as appropriate, the pupil will be contacted and supported by a member of the Safeguarding Team. If appropriate, parents/carers may also be contacted.
- All teachers must be familiar with the school's Safeguarding procedures and the statutory guidance in Keeping Children Safe in Education, Part 1, and Annex A.
- It is important for staff to regularly remind pupils about staying safe online. For further information refer to the E-Safety Policy and Safeguarding policy.

5.2 Support and Guidance for Teachers

Staff who are working online from home need to ensure the following protocols are followed to protect both staff and pupils:

- Both teachers and pupils should only use the school email service, or for designated staff, a school landline or mobile phone to communicate with each other and others in the group. Personal email addresses, text messaging or social media must not be used for any communications.
- Any communications that make teachers or pupils feel uncomfortable or are offensive, discriminatory, threatening or bullying in nature must be dealt with immediately in line with the school's Positive Behaviour Strategy. Incidents must be logged on SIMS.
- Any online communication between teachers and pupils/parents/carers via email or on Microsoft Teams must be professional in tone and content.
- Information should be provided to pupils about when and how they may contact staff.
- Teachers and pupils who are working in live classes must wear suitable clothing, such as appropriate workwear, as should anyone else in the household who may be seen. However, where possible, teachers and pupils should avoid having any family members in the vicinity, and in particular seen in the background.
- Teachers should locate themselves in an appropriate place if they are at home. Be aware that pupils/parents/carers will be able to view them and their surroundings. It is advisable to create a different or blank background on Microsoft Teams if they choose to have a camera on.
- If the teacher chooses to live stream a lesson, these must be set up in advance and the invite should be emailed to pupils in a timely way, well before the scheduled start time. Ensure the pupils know when their sessions are and how to access them.
- Live classroom sessions should be recorded, so that if any issues were to arise, the video can be reviewed. Permission is required from all participants to record any sessions. The recording process could be used to evidence the participants' agreement, by asking if they agree before recording, and if they give their consent, ask them again when recording.
- During live sessions, the pupils' cameras should be disabled. This can be set up in advance when invites are sent to pupils.
- The school will take account of the skills and confidence of teachers and pupils in their use of technology and teaching online and ensure that they are supported to develop their skills and confidence in planning and delivering online.
- Whilst teachers need to be flexible with pupils, they are only expected to respond to pupils within normal or reasonable working hours.

5.3 Support and Guidance for Parents and Carers

Parents and carers should not worry about trying to maintain the full routine their child had at school. It may be difficult to keep children motivated or for them to complete all the work school sets them. Parents and carers should do their best to support them and if pupils are having problems completing their work, contact the child's year team directly or via enquiries@titussaltschool.co.uk

- You know them best – it may suit them to split work up into shorter tasks or vary the different types of activity.
- Encourage them to take regular breaks and make time to be active.
- Try different ways of working, not just using digital devices, for example:
 - use books, textbooks, and other printed materials that their school has provided or that you already have at home

Remote Learning Policy

- complete some work by hand – write a diary, a summary of things they have learned each day, or 'to do' lists
- If you do not have a suitable device to use at home, contact the school at enquiries@titussaltschool.co.uk
- Set age-appropriate parental controls on any devices your child uses and try to monitor the websites and apps they're using. See [advice on keeping them safe online](#) and talk to your child about online safety.
- More screen time is expected while children are continuing their education and socialising from home. Help your child to spend time away from screens by suggesting breaks or other activities, such as phone calls, reading books, or doing exercise, while following the [guidance on living safely with respiratory infections](#).
- If you can, get them to stop using digital devices at least an hour before bed.
- Children may be missing socialising with others at school. Let your child speak to their friends and family members through phone or video calls.
- Many children will be socialising online too. See [advice on keeping them safe online](#) and [advice from the NSPCC about gaming](#) if they're socialising through online games. Set age-appropriate parental controls on any devices they use and ask them to tell you if they see anything worrying online.
- For support and guidance on mental health and wellbeing resources and services for children and young people please refer to our Health and welfare [link](#) on the school website