St Louis Online & Remote Learning Policy 2026

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Introduction

This policy contains details of the approach St Louis will take in the 2026-27 school year to online and remote learning. This policy has been written using the latest guidance published by the EA / DENI and other relevant agencies. The policy will be updated as new advice becomes available.

This policy should be read in conjunction with:

- Teaching and Learning policy
- E-Safety and Acceptable Use Policies
- Positive Discipline Policy
- Google Classroom Policy
- A Guide for Parents and Carers – Supporting Learners with the Key Stage 3 Curriculum (See Appendix 1)

Definitions

Remote Learning

Remote Learning describes any learning where the teacher and the learner are not physically together. The pandemic created the need for a period of emergency remote teaching, where both teachers and learners had to adjust very quickly to a new way of communicating with each other.

Online Learning

Online Learning is a generic term that refers to any learning that is done using digital resources. It encompasses both learning that is done entirely in a digital format as well as learning that is done digitally within a broader learning programme. Online learning can be completely self-directed, or it can be structured by someone other than the learner.

Blended Learning

Blended Learning takes place when the learning activity is structured to blend face-to-face learning and teaching with remote/online learning; this may involve using digital tools and other educational resources. In the current context, blended learning may require changes in teaching to a more pupil-centric approach in order to maximise the impact of the remote learning, ensure continuity with the **face to face** sessions and retain pupil engagement.

Synchronous and Asynchronous Learning

In the context of online learning, synchronous learning is when a teacher and pupils take part in a “live” or real-time lesson online. Asynchronous learning relates to online or offline activities that are not completed as part of a real-time lesson online.

Flipped learning / Flipped Classroom

Flipped learning is a type of “Blended learning” where a pupil learns and interact with new content, knowledge, and skills at home. The pupils then work through the topic in school with their teacher, allowing the teacher to support the pupil’s learning and to answer any questions.

Vision

The school recognises the benefits of using a blended learning approach to teaching and learning and encourages all teachers to use Google Classroom to support day to day teaching and assessment. The school also wishes to ensure that during any disruption caused by any future pandemic or other major events beyond the schools control that disrupt teaching and learning that we will promote the continuity of learning through a **blended learning approach**. In order to enact this vision, we will promote the following objectives:

Objectives

The school will (in the event of disruption to learning caused by a global pandemic):

- Place the well-being of pupils, their parents, and school staff at the heart of all learning and teaching activities
- Recognise the wide range of issues that families may face in supporting online and distance learning, and identify any additional help needed to allow pupils to effectively engage in a blended learning teaching approach
- Recognise the need to establish a balance between the home and work life of parents / carers and teaching staff
- Recognise that parents / carers will be supporting learning at home and communicate what support is available from the school or other organisations in order to support the blended learning approach
- Recognise that it will not be possible to replicate school experiences in a home environment
- Encourage parents / carers to engage confidently and creatively when supporting learning at home

Considerations for teaching staff

Staff will:

- Recognise those pupils who are most likely to experience difficulties in engaging with learning from home
- Maintain a focus on the emotional health and well-being of their pupils including contacting and engaging effectively with their pupils to provide the support they may require at home
- Adopt a differentiated approach to address any disadvantage relating to the learner's additional learning needs or family circumstances
- Follow an agreed consistent approach for blended learning across the school including identifying the ICT requirements to allow a pupil to engage in blended learning (see Appendix 2)
- Recognise the importance of maintaining a cohesive learning experience by minimising the number of online learning platforms and tools that pupils have to navigate (see Appendix 3)
- Work within the agreed communication approaches to communicating with pupils and parents (see Appendix 4)
- Provide a learning plan to each pupil to outline the work to be completed within their respective subject from home in the event of disruptions caused by any future pandemic or major disruption to teaching and learning that is beyond the schools' control. Such plans will outline a well-sequenced curriculum which enables good progression within the subject.
- In such a future event, Teachers will ensure that pupils have meaningful work and activities each day in a number of different areas of learning.
- Teachers will ensure that hard-copy materials are available for those pupils who do not have online access.
- Teachers will ensure that they give frequent and specific feedback to pupils on their work including incorporating a wide range of assessment to check knowledge, understanding and skills progression.

Considerations for Classroom Assistants and Support Staff

Classroom Assistants and Support Staff should, in partnership with the teaching staff:

- ensure that the emotional health and well-being of the learners they are allocated to
- assist the teachers, where required, in communicating routinely with the learners whilst adhering to school policy in regards to using school agreed forms of communication
- support teaching staff, where required, in activities that promote engagement in online and distance learning

Considerations for Parents and Carers

If a child must undergo a period of learning from home due to any major disruption of teahcning and learning beyond the schools control, parents and carers are encouraged to establish a routine with their children to include:

- times for waking, working and eating whilst ensuring regular intervals for physical activity and relaxation
- the creation of a schedule to co-ordinate the learning plan provided by the school
- ensuring their child takes a leading role when making choices about how to engage in the learning provided
- a balance between offline and online learning activities
- talking about and being interested in what their child's learning, rather than on the activity
- the importance of staying safe online and engaging respectfully and appropriately with others in an online learning environment, in accordance with school policy.

The Department of Education's Safer Schools App (https://ineqe.com/safer-schools-ni/) has useful information on how to help educate, empower and protect children and young people when online.

Parents, pupils and staff should access the Safer Schools NI App by downloading it from the App store and by using the following codes which ensure age-appropriate material is shared with pupils:

User Role	Login Code
Pupil Year 8-9	4799
Pupil Year 10-11	5791
Pupil Year 12-14	0000
Staff Post-Primary	8700
Parent/Carer Post-Primary	3472

Moving to a blended model of learning and teaching

As a school we have adopted a blended model of learning and teaching. This model brings together classroom-based learning and teaching with teaching in school; and, remote learning activities, to reinforce concepts, knowledge or develop skills.

At every stage the school will reflect on what has worked well, and what has worked not so well, and therefore we encourage teachers, parents, and pupils to reflect on, and evaluate, the effectiveness of online and remote learning. The school will undergo regular surveys with parents and pupils to gauge the effectiveness of online activities, and to highlight any issues parents and pupils are having.

Remote and online learning activities

In planning for on-line learning teaching always needs to be considered before technology. Online learning activities provide opportunities to consolidate and protect learning that has already taken place as well as supporting pupil to pupil collaboration and pupil centric approaches.

The school aims to move beyond using digital tools as a means of transmitting information. In some cases, a **flipped classroom** model may be appropriate, giving pupils material to review and consider before a face-to-face session in school.

The virtual classroom is an extension of the physical classroom and in just the same way there will be rules, routines, and certain actions that pupils must follow for the blended approach to have a maximum impact. Teachers will work with pupils to share expectations and model positive online behaviour.

Well-planned blended learning and teaching can:

- provide opportunities for the development of pupils' thinking skills and personal capabilities, including critical thinking and evaluation
- increase pupil participation
- encourage independent working and independent thought
- facilitate opportunities for self and peer assessment
- promote social interaction
- provide pupils with ownership of their learning
- offer opportunity for flipped, blended, and personalised learning approaches
- develop digital literacy skills, the skills which are in high demand in the world of work.

Practicalities of a blended approach to learning and teaching

The school recognises that in many homes there may be no or a limited number of devices. The school recognises that more than one child may require access to a limited number of devices for learning at home, or that parents/carers/guardians may have to use the device for work purposes during the school day.

Therefore, the school will focus primarily on an **asynchronous delivery model of learning**, which allows families to engage with the work when it is most appropriate for them and their family/home circumstances. Therefore, the school will not prioritise "Live lessons".

If a teacher decides to engage in a “live lesson”, such lessons will be recorded and made available for pupils to engage with the material when it is most appropriate for them after the lesson has taken place.

DE is working with schools in order that children from disadvantaged backgrounds, or those that have limited access to digital devices, will acquire the appropriate equipment for online learning. However, there remain issues in a small number of areas regarding poor or inaccessible connectivity for online learning. This is currently being addressed by the Local Assembly. “Internet Vouchers” may be available in some circumstances. Please contact Mr Brown for more information.

Given the challenges outlined above, the school have asked staff to consider how best to organise and present the learning when in school, and when pupils are in the home learning environment. It may be appropriate to consider that the time pupils have in school with the teacher is the key part of the learning process and that this is the opportunity for teachers to build relationships with their pupils, draw out the learning, coach them to evaluate their experiences and take feedback on the learning activity. The school will also consider how relationships between pupils are sustained and developed and how online collaborative activities could be used to support these social interactions.

Working in Partnership with parents

Parents and carers play a key role in their child’s education and never more so when a significant proportion of the learning is taking place at home. As a school we are considering how to ensure that this partnership is supported and developed further by providing relevant and timely information to the parent or carer, giving and taking feedback more regularly on progress, building a culture of learning with parents as key partners.

Staying safe in the online learning environment

The school will adhere to Data Protection guidelines and will ensure that personal data is kept safe when working from home. All staff will follow the school’s data protection policy around the use of school based email in school.

Teachers will only use the school’s trusted networks or cloud services (such as C2K / MySchool, Google Classroom, G-Suite and Google Drive) and will comply with any rules and procedures about cloud or network access, login details and data sharing.

Schools and teachers will continue to be alert to the possibility that a child protection concern may arise in relation to learners and will follow the school’s Child Protection and Safeguarding Procedures.

New pupils to the school will engage in an IT department program to educate them in the use of the school’s online platforms and that encourages pupils to learn the rules regarding safety online. Staff, parents and pupils must adhere to the school’s e-Safety and Acceptable Use policy. A summary of which is available through the school website, http://www.stlouis.org.uk . A full copy of the policy is available on request through the school office.

Well-being of Learners, Teachers and Parents

Maintaining the well-being of learners is of critical importance. As a school we have an important role in providing routine and in supporting the emotional health and wellbeing of learners. Additional support is available through The Independent Counselling Service for Schools (ICSS) which is managed by the Education Authority and is funded under the Department of Education (DE) ‘iMatter’ Programme.

The well-being of teachers is equally important as they endeavour to provide pastoral as well as academic support to children, young people and their families. It is essential that teachers protect their own well-being and engage with colleagues and school leadership to ensure collegiate support and access support as necessary. Support is available to teachers through Inspire.

How teachers will plan and organise online learning

Each academic year will present many challenges and opportunities and so it will be important that staff have time to reflect, plan and work collaboratively in preparation for the new year. The following principles will be promoted with staff:

- Online teaching is an extension of the classroom and is covered by the school Acceptable Use Policy
- Teachers will consider how the blend of face-to-face sessions can combine with remote approaches to maximise the learning experience
- Online learning instructions will be clear and specific, maintaining a similar format for all tasks so that learners are clear on teacher's expectations and know what success looks like
- Learning at a distance means that both the teacher and the learner may be missing out on the visual and auditory cues that enable instant feedback and support understanding, as a result language becomes key and **establishing clarity is fundamental to effective learning**
- Teachers will provide and prioritise timely and specific feedback to pupils
- The pace of learning is a key consideration for teachers as it can be much slower online. Therefore, the focus needs to be on the key concepts and skills within the curriculum
- Teachers will consider how online collaborative activities such as discussions and developing content can support the learning process
- The school recognises that some pupils will become overloaded with online work and that this can become a problem if pupils are bombarded with activities, deadlines and information. Therefore, the school will engage in regular communication and survey's with pupil's and parents to gauge the effectiveness of online learning and its impact on the pupils' well-being
- Teachers will carefully consider the balance between online and offline learning
- Teachers will communicate clearly to the learners when they will, and will not, be available if they have queries or require feedback
- All teachers will be encouraged to ensure notifications are turned off, and email not answered, at the end of the working day to maintain a work-life balance

Synchronous (live / real-time) Learning versus Asynchronous Learning

In many studies and reviews of blended learning there is an emphasis placed on the benefits of live or synchronous learning – the benefit of hearing directly from the teacher in "real time" and how that can increase levels of engagement. However, given the many technical and safeguarding difficulties presented to staff, parents and pupils in accessing learning online, it is unlikely that staff will engage in a large amount of "live" lessons. Therefore, teachers will plan for suitable online activities that will consolidate classroom learning. However, some teachers and some subjects may find they need a "live" lesson to get key skills and knowledge across to pupils when they are working from home.

If live-streaming of lessons is used by staff to support learning through Teams / Google Meet / and / or Zoom, staff will communicate clear guidelines for learners and parents which includes:

- Appropriate times for live-streaming i.e. during normal school hours and preferably during the designated lesson time
- Using school email addresses / Usernames and passwords only to sign in to live-streamed lessons
- Meeting ID or meeting links to be forwarded to the learners by the teacher only using the teacher's C2k email address
- Broadcasting using the screen/whiteboard and microphone only without the need to broadcast using the camera or webcam. Using approved platforms, teachers are able to maintain full control of the audio and video content and what is shared on the platform
- Consideration of surroundings if using the camera/webcam i.e. ensure there are no personal items in view. This may include use of alternative backgrounds or screen blur
- Being mindful of what is open on the desktop screen
- Turning off any pop-ups such as Twitter, Skype, Messenger etc. that may appear on screen
- Agreement by learners not to record live-streams or capture screen grabs of content

Although educational resources are widely available online, and are regularly used by St Louis teachers, it may be beneficial for teachers or departments to create their own materials and learning content.

Teachers may pre-record / create videos for learners and these will be shared by:

- uploading videos to Google Drive and shared from there
- uploading videos directly into Google Classroom

The importance of collaboration in blended learning

Collaboration between pupils and between pupils and teachers is a key component of blended learning as it helps to create connection and build a sense of community.

Teachers will promote collaboration by:

- maintaining a pastoral presence online, through regular online communication, to reduce the feeling of isolation
- giving timely and regular feedback
- providing opportunities for peer interaction, showcasing work and building a sense of audience within the class or subject grouping

How can teachers check for understanding or assess online learning?

Although learning will evidence itself in the work that pupils produce, there are many other opportunities to check learning through questioning, feedback, and assessment.

These opportunities may include:

- Contributions to online discussion which can provide insight into the learning e.g. using the Google Classroom "Stream"
- Teachers providing regular feedback to the pupils through, for example: voice recording comments; posting to an online discussion board (within the approved learning platforms), and/or, giving feedback to the whole class via a video
- Creating a simple survey or questionnaire through, for example, Google Forms, encouraging pupils to reflect on their own learning at the end of an activity
- Using self-marking quizzes using Google Forms
- Tasking pupils to set an assessment for others in the group

This policy has been adapted from advice from the EA / DENI and from the support document "Moving blended learning in Post Primary".

Supporting Learners with the Key Stage 3 Curriculum:

A Guide for Parents and Carers

Parents and carers make a valuable contribution to supporting their children in any phase of their education. You know your child and know how best to help them. You also need to look after your own wellbeing so that you can support your children.

Be reassured that everyone, including our children's schools, is adapting to how to implement the curriculum remotely. The focus on the learner remains at the core of everyone's efforts.
Your child's school can explain the staff and class structures that affect your child's learning. If you have specific concerns, contact nominated staff for advice.

Supporting Learning

Important Aspects of the Northern Ireland Curriculum:

Personal Development

Includes mental health and wellbeing

Schools can provide:

- regular communications with children's teachers, including time to discuss worries and thoughts;
- opportunities for children to interact with class mates about learning and for social connections;
- a focus on helping children to feel good about their work and themselves;
- resources to support children facing the impact of Covid-19;
- opportunities for children to have a say in matters that affect their learning; or
- links to trusted websites that can offer additional support.

Parents can:

- agree on a routine, such as wake up, bed and meal times, ensuring regular intervals for physical activity and relaxation such as listening to music;
- provide a balanced diet that will help maintain health and wellbeing – the NHS Eatwell Guide offers practical advice;
- create a space, if possible, where children can continue their learning taking account of their and the rest of the family's needs;
- encourage children to communicate regularly with their teachers and class mates;
- be curious about what is on their children's minds;
- use shared activities, such as a walk, to listen to any worries and acknowledge those feelings no matter how small they may seem; or
- visit Family Support NI for practical support.

Connecting Learning

Includes planned, meaningful and purposeful learning

Schools can provide:

- an outline or timetable of what children are expected to learn;
- a manageable number of key tasks or activities;
- learning tasks and activities that allow children to look at real and relevant issues;
- a balance of activities for children to work on a computer or device on their own and with others in their class;
- opportunities to work on tasks away from the computer; or
- opportunities for children to talk, read and share their views, choose topics to research, think about what they have learned and how they feel about their progress

Parents can:

- help their children to create a schedule to co-ordinate the learning plan provided and ensure a balanced workload;
- encourage their children to make choices about how to engage in the learning provided;
- talk about and be interested in what their children are learning – you don't have to be experts; or
- make sure there is balance between offline and online, desk and practical work.

Developing Skills and Capabilities

Includes developing independent learning

Schools can provide:

- various curriculum activities that develop skills such as Literacy, Numeracy and Using ICT as well as critical and creative thinking, analysis, problem solving, self motivation, team work and managing information and their own time;
- resources, instruction, strategies and prompts to support children's progress; or
- opportunities for children to choose learning activities and work at their own pace to meet longer term deadlines.

Parents can:

- encourage positive and safe online activity. For instructions on how to download the Department of Education's Safer Schools App visit InEQE
- use the skills that are the focus of their children's learning, such as solving problems or making decisions, and talk about the importance of these in everyday life;
- ask their children to talk about one or two things they have learned;
- encourage their children to think about dos and don'ts for skills they are developing such as making decisions;
- ask their children about the activities they enjoyed and why they enjoyed them; or
- talk about possible solutions to any difficulties encountered.

Assessment and Feedback

Includes encouraging meaningful feedback to support improvement and progress

Schools can provide:

- regular, consistent feedback to help children to make progress;
- opportunities for children to show and present their best work both on their own and with peers;
- clear guidelines about what high quality work looks like to help children with tasks, activities or work that is set;
- feedback focused on key learning objectives set;
- online polls and quizzes to assess children's understanding;
- opportunities for children to reflect on how they have learned;
- opportunities for children to reflect and tell their teachers about what they have learned; or
- teacher comments that help children understand what they have done well and what they need to

Parents can:

- If possible, create a daily 10–15 minute routine to talk about what their children have learned rather than what activity they did;
- focus encouragement and praise on their children's efforts rather than what they have produced;
- discuss what their children have done well and together set small simple goals for future learning; or
- remind their children that we learn from our mistakes.

Appendix 1 - A Guide for Parents and Carers – Supporting Learners with the Key Stage 3 Curriculum

Appendix 2 – ICT Requirements for Engaging in Online and Distance learning

Teachers will use aspects of online learning in order to meet educational aims.

It is recognised that parents / families may have difficulties acquiring the equipment needed to engage in distance and online learning.

In such circumstances where a parent / family has difficulties in acquiring suitable equipment, the school will assist parents in obtaining such equipment where possible or by advising parents on the appropriate equipment to purchase.

If you are having difficulties acquiring a suitable device, please contact a member of Senior Leadership Team (Mr Brown / Mr McGlue / Miss King / Miss Cunningham / Miss Rogers).

The requirements for engaging in online and distance learning are:

- A computing device to enable pupils to take part in online learning. This should allow pupils to type documents and upload them to either of the online learning platforms or to email work to a teacher. This may be one of:
    - A laptop / Chromebook
    - Desktop
    - Mobile device such as an iPad or tablet (please note in most circumstances a mobile phone is **not** a suitable device due to reduced screen size)
- An internet or mobile internet connection that will allow the pupil to watch live streaming video (either as part of a Zoom / Collaborate Ultra session or to view video clips from online platforms such as YouTube) or to access Google Classroom

The requirements for engaging in online lessons via Zoom / Google Meet or Teams are:

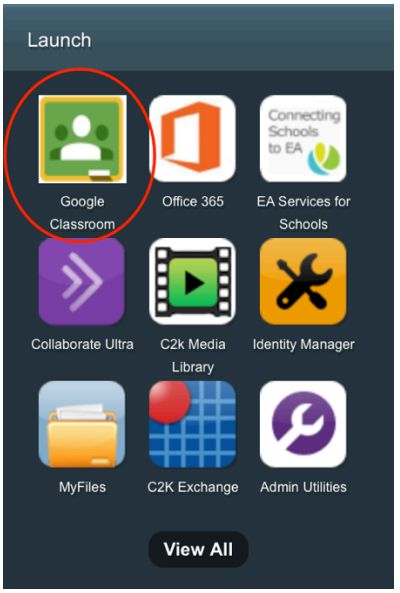
- A computing device that has a microphone built in and / or a video camera / webcam built in
- A suitable internet connection that will allow the pupil to watch live streaming video

Appendix 3 – Online learning Platforms and Communication tools

The school recognises the importance of maintaining a cohesive learning experience by minimising the number of online learning platforms and tools that pupils have to navigate to access blended learning. The school will use the following online learning platforms to enable this approach.

Learning Platforms

Google Classroom



Google Classroom has been introduced in all subjects since the 2019-20 school year. It has the benefit of not requiring pupils to have a different password than that for their C2K account.

Google Classroom can be accessed by all pupils by first logging into the MySchool portal using their C2K username and password by going to the following web address.

https://www.c2kschools.net

Once logged into MySchool, pupils click on the Google Classroom icon to gain access to their online classes.

Communication Tools

Teachers may engage in live online lessons or discussions with pupils, though this is not a requirement of online / blended learning.

If a teacher wants to engage in a live online lesson, they may use one of three video conferencing tools to schedule online lessons with pupils.

Teams / Google Meet (All pupils)

Teams / Google Meet is a video and audio-conferencing tool provided by C2K / EA that allows teachers to collaborate in real time with pupils / parents / carers, and to record online lessons for later playback.

When using Teams / Google Meet, teachers will follow the guidelines for video conferencing (see Appendix 5). In order for participants to engage in video conferencing sessions, they will need a suitable piece of ICT equipment as detailed in Appendix 2. If a pupil is not able to be present in the lesson real-time, they will be able to access the recording at a later time via the school's VLE or Google Classroom.

In order to schedule a video conferencing session, teachers will email the Teams / Google Meet web link to the relevant parties using their C2K account only.

Zoom (For use with pupils aged 16+ only and parents / carers)

Zoom is a video and audio-conferencing tool that allows teachers to collaborate in real time with pupils / parents / carers, and to record online lessons for later playback. Teachers will follow the guidelines for video conferencing (see Appendix 5) when undertaking Zoom teaching sessions. In order for participants to engage in Zoom sessions, they will need a suitable piece of ICT equipment as detailed in Appendix 2. If a pupil is not able to be present in the lesson real-time, they will be able to access the recording at a later time via the school's VLE or Google Classroom.

In order to schedule a Zoom session, teachers will email the Zoom meeting room ID and password to the relevant parties. All participants will be held in the virtual “waiting room” until the teacher allows them entry to the online session.

Pupil participants will be encouraged to join Zoom sessions by audio connection only in order to minimise any safeguarding issues (as advised by the Child Protection Services). In some circumstances teachers may ask a pupil to use their video camera / web cam to enable meaningful discussions or when a pupil wishes to ask a question.

NOTE: All participants must adhere strictly to the school’s online communication protocols which foster and encourage an environment of mutual respect.

Appendix 4 - Agreed communication approaches

It will be understood by parents, pupils and teachers that all communications with pupils and their parents / carers will take place within the hours of the school day.

Communication with pupils

Teachers will provide regular and timely communication with pupils as part of learning and teaching using the blended learning approach. This may include:

- Providing support or additional materials to pupils to enable them to complete tasks
- Providing feedback on tasks completed and or uploaded to either of the schools online learning platforms

In certain circumstances teachers may communicate electronically with pupils outside of school hours. Additionally, teachers may set and mark work, and provide feedback to pupils on work submitted via either of the school's online learning platforms outside of school hours using the agreed communication approaches below.

Teachers and classroom assistants will communicate with pupils by:

- Writing electronic comments to provide feedback for work submitted via either of the online learning platforms.
- Sending emails to a pupil's **school email address only**. Pupils may not use non-school email addresses to communicate with teachers.
- Using live online chat facilities within the online learning platform.
- Telephone, in exceptional circumstances, using the home phone number as stored in the school SIMS system. Teachers will first contact the pupils' parent / carer before making direct contact with the pupil.
- Groupcall – the groupcall system may be used to pass on relevant information to pupils via their parents using their home telephone number, mobile phone number, or email address stored in the school SIMS system.

It is recognised that whilst teachers may communicate with pupils outside of school hours, such as by marking work submitted online or setting work for the next lesson online, the teacher will not expect a response from the pupil outside of school hours. Similarly, Teachers will not be expected to respond to pupils' or parents communications outside of school hours.

Communication with parents

In certain circumstances teachers may communicate with parents within and outside of school hours, such as via telephone, SMS text and / or email.

Teachers and classroom assistants will communicate with parents by:

- Parent's email as stored in the school SIMS system.
- The home phone number / mobile number as stored in the school SIMS system.
- Groupcall

NOTE: Whilst teachers may use email or Groupcall to communicate with parents via the office staff, this is not the appropriate format for parents to engage in discussions with teachers. An online meeting, or telephone call, would be the most appropriate means to discuss any concerns a parent may have about their child's learning.

Appendix 5 - Guidelines for Video Conferencing

Preparation for teachers

Security

- Check your broadcast platform is secure and that you have applied all of the safety settings available
- Ensure all the links to your event have been shared with individuals as securely as possible
- Make sure that participants cannot enter the room before the host grants them permission

Permission

- Check that you are only using the approved platforms for online learning or online communication e.g. Zoom, Google Classroom, Email, Zoom, Google meet or Teams
- Ensure you have received informed consent from parents/ carers of the children attending your event
- Check your approach to personal data collection and that use is fully compliant with GDPR
- Ensure you take account of age restrictions within the Terms and Conditions of the recommended platforms (relating to Zoom only)

Background

- Ensure your background is neutral, free from distractions and any inappropriate or identifiable information is removed
- When sharing your screen, consider what participants will be able to see e.g. physical files on your desktop

Practise

- Rehearse what you are going to say
- Ensure that the learning follows the same structure as in the classroom e.g. clear learning objectives and discussion points
- Test the safety and privacy settings of the platform
- Practise muting or removing a user
- Test the equipment you intend to use
- Test the bandwidth of your WiFi and to avoid congestion, ask others who use it not to for the duration of your session
- Review the accessibility regarding language and supporting material

Safeguarding

- Ensure your joining instructions include information for children/young people, their parents/carers and any other participants on the standards of behaviour and how to report any safeguarding concerns
- Circulate information to parents/carers about the platform you will be using with their children, including how they download the application (if needed) and any key issues you need to be aware of (though all video conferencing platforms St Louis authorise for use are available through a web browser)

Broadcast

Setting ground rules

- Use a template slide to begin all of your presentations. This slide should explain the rules for all participants - e.g:
    - when they can speak/contribute
    - how they should present themselves on screen (i.e. dressed appropriately)
    - how to interact with others
    - how and when they can leave the 'room'

Managing Your Broadcast

- **Always consider playing a pre-recorded video of your teaching input.** This means you can manage the live stream and answer questions while broadcasting
- Have another member of staff available to co-present or support
- If possible, have another member of staff virtually present to monitor the broadcast and communication
- Never ask anyone to share personal information including contact details during the session
- Think about how you present yourself and represent your school, lead by example

Safeguarding

- Remind children/young people, their parents/carers and any other participants, how to report any concerns at the end of the broadcast

Review

EVALUATION

- Provide a structured mechanism for participants to provide feedback on the session. This should include the quality of the engagement and a specific question on any safeguarding concerns
- Undertake a debrief with colleagues on the content and delivery to establish how either could be improved

ACTIONS

- Consider any technical issues and where possible, seek help and establish future contingency plans
- Where appropriate, provide a response to specific feedback from individual participants
- Amend content and delivery based on feedback and debrief where required
- Compile Frequently Asked Questions for future use

SAFEGUARDING

- Ensure you have referred all identified or suspected safeguarding issues to your Safeguarding Lead

Specific Needs

- Provide the appropriate support for SEND/ASL children/young people
- Provide access to learning for any children/young people without access to the internet
- Where appropriate, provide children/young people and parents/carers with access to any materials from the learning afterwards
- Ensure that additional or supporting resources are available on your website or on any other learning platforms

Checklist

A ADVANCED PREPARATION

SECURITY

- [ ] Check your broadcast platform is secure and that you have applied all of the safety settings available
- [ ] Ensure all the links to your event have been shared with individuals as securely as possible
- [ ] Make sure that participants cannot enter the room before the host grants them permission

PERMISSIONS

- [ ] Check that your leadership team/governing body permit you to use your platform of choice
- [ ] Ensure you have received informed consent from parents/carers of the children/young people attending your event
- [ ] Check your approach to personal data collection and use is fully compliant with GDPR
- [ ] Ensure you take account of age restrictions within the Terms and Conditions of use of your chosen platform

BACKGROUND

- [ ] Ensure your background is neutral, free from distractions and any inappropriate or identifiable information
- [ ] When sharing your screen, consider what participants will be able to see e.g. files on your desktop

PRACTISE

- [ ] Properly rehearse what you are going to say
- [ ] Ensure that the learning follows the same structure as in the classroom
- [ ] Test the safety and privacy settings of the platform
- [ ] Practise muting or removing a user
- [ ] Test the equipment you intend to use
- [ ] Test the bandwidth of your WiFi and to avoid congestion, ask others who use it not to for the duration of your session
- [ ] Review the accessibility regarding language and supporting material

SAFEGUARDING

- [ ] Ensure your joining instructions include information for children/young people, their parents/carers and any other participants on the standards of behaviour and how to report any safeguarding concerns
- [ ] Circulate information to parents/carers about the platform you will be using with their children, including how they download the application and any key issues they need to be aware of

B BROADCAST

SETTING GROUND RULES

- [ ] Use a template slide to begin all of your presentations. This slide should explain the rules for all participants e.g:
  - when they can speak/contribute
  - [ ] how they should present themselves on screen (i.e. dressed appropriately)
  - [ ]
  - how to interact with others
  - how and when they can leave the 'room'

MANAGING YOUR BROADCAST

- [ ] Always consider playing a pre-recorded video of your teaching input. This means you can manage the live stream and answer questions while broadcasting
- [ ] Have another member of staff available to co-present or support
- [ ] If possible, have another member of staff virtually present to monitor the broadcast and communication
- [ ] Never ask anyone to share personal information including contact details during the session
- [ ] Think about how you present yourself and represent your organisation, lead by example

SAFEGUARDING

- [ ] Remind children/young people, their parents/carers and any other participants, how to report any concerns at the end of the broadcast

C CRITICAL REVIEW

EVALUATION

- [ ] Provide a structured mechanism for participants to provide feedback on the session. This should include the quality of the engagement and a specific question on any safeguarding concerns
- [ ] Undertake a debrief with colleagues on the content and delivery to establish how either could be improved

ACTIONS

- [ ] Consider any technical issues and where possible, seek help and establish future contingency plans
- [ ] Where appropriate, provide a response to specific feedback from individual participants
- [ ] Amend content and delivery based on feedback and debrief where required
- [ ] Compile Frequently Asked Questions for future use

SAFEGUARDING

- [ ] Ensure you have referred all identified or suspected safeguarding issues to your Safeguarding Lead
- [ ] Ensure any incident involving inappropriate behaviour is recorded and responded to in line with your organisation's policies/procedures

S SPECIFIC NEEDS

- [ ] Provide the appropriate support for SEND/ASL children/young people
- [ ] Provide access to learning for any children/young people without access to the internet
- [ ] Where appropriate, provide children/young people and parents/carers with access to any materials from the learning afterwards
- [ ] Ensure that additional or supporting resources are available on your website or on any other learning platforms