

This document provides expectations and guidelines for online learning in the event of school suspension and is designed to ensure continuity of learning.

There are a variety of reasons for school closure. During these periods, online learning protocols and practices will be activated.

- Adverse Weather - eg Typhoon Signal 8 in effect, Red/Black Rain warnings.
- Full school closure for an extended period eg. response to pandemic.
- Half-Day School or reduced numbers on campus for extended periods eg. response to pandemic, social unrest. In this circumstance there may be a truncated timetable with independent study time scheduled for the afternoon, or a hybrid model with some online lessons and some face-to-face lessons.

Online Learning Protocols & Practices

- Lessons take place using the Google Meet platform, according to the published timetable on the day of school suspension.
- It is expected that staff are available for every lesson via Google Meet. The nature of the lesson taught may vary.
- Teachers should document the learning for each lesson on Google Classroom so that expectations for students are clear.
- Student registration/tutor time will not take place during school suspension for adverse weather, to allow teachers to prepare for online lessons.
- Students and teachers are expected to have their camera on during lessons, and mics on request when engaged in dialogue. This is to assist in building and maintaining rapport with classes, as well as gauging the pace of delivery and levels of understanding. Teachers are requested to require this with all students to provide consistent expectations.
- Teachers and students should not record Google Meet sessions without the full permission of all participants.
- Online learning should be seen as an extension of the classroom. This includes appropriate dress for learning and respectful interactions.
- Upon returning to in-person lessons, teachers should check that the work covered online has been fully understood before moving on.

Online Lessons - Content & Activities

- Teachers decide how best to structure online learning activities. Tasks set may be completed independently or as part of small groups.
- Teachers may allow students to disconnect from Google Meet, or switch off cameras for activities, or work independently in breakout rooms.
- Teachers should remain present in Google Meet rooms to quickly support students if needed.
- Online learning will continue during Red and Black rain weather warnings. Individual teachers may be unavailable due to electricity, wifi connectivity or weather-related interruptions. Teachers are expected to do their best to ensure students are informed if they experience these issues. We appreciate the understanding and flexibility of families in these circumstances.
- Google Meet will be used to deliver a variety of activities and the length of time teachers are active in the Google Meet will depend on the nature of the lesson.
- Lesson content is equivalent to what you would expect the vast majority of students in your class could reasonably complete within the lesson time with limited support.
- Whilst sensible changes to syllabus order may take place to better accommodate online learning, it is required that online learning is equally effective for delivering the syllabus. New content and skills can be taught online.
- If you are referring to resources or books that students may not have access to, teachers must attach the relevant material.
- Written instructions on Google Classroom should aim to be simple and short. Avoid lengthy paragraphs or step-by-step activities. If lengthier instructions are required, use Google Meet to provide face-to-face instructions, and attach as a word document, so that students can open separately.
- Ensure you provide formative feedback to your students. This may include arranging individual or small group sessions to support learning or to provide feedback on assessments or IAs as needed.
- Limit lengthy preamble in instructions as this can become very repetitive for students and can make it harder to find lesson instructions.

Taking Student Attendance during Online Learning

- Student attendance for each lesson must be completed through SMART, as it would for a normal lesson.
- If you are unable to take a lesson, you should have informed Cover and relevant staff members, and then used the 'cancel lesson' function on SMART to disable the register for that session.
- For more extended periods of class suspension, teachers should use your own tracking documents to monitor engagement with online lessons through completion and submission of work.

- If you have concerns over the attendance or engagement of students in your online lessons, you should pass this information to your HOD/HOF in the first instance, in addition to recording this in the Notes option on SMART. Further follow up with the tutor/HOY will take place when a trend across subjects is noted.

Teacher Absence during Online Learning

- Teachers must inform the Cover Supervisor and their Head of Department/Faculty and Head of Year (as applicable), as normal.
- Teachers should then set cover for their lesson through Google Classroom, ensuring that they inform students that there will be no Google Meet lesson. Cover work should be designed to be asynchronous.
- Teachers should use the 'cancel lesson' function on SMART to disable the register for that lesson.
- Cover teachers will not be assigned for online learning and students will be expected to use the time to complete the work set, independently.
- In the case of extended absence the Head of Department / Faculty will liaise with the VP/Principal to determine the best method of support for the students and in this instance a cover teacher will be provided.

Possible Online Learning Activities

Below are some suggested activities students could experience through online learning. These are suggested to ensure students are receiving a variety of tasks; opportunities to move away from the computer; experiencing choice over how they approach set work; feeling empowered to access work at an appropriate level.

- Interaction and feedback e.g. online quizzes or platforms such as MyiMaths
- Collaboration using tools such as Google Docs, Padlet or breakout rooms
- Open ended tasks to naturally allow for differentiation through outcome
- Choice tasks where students can choose the quantity e.g. MUST / SHOULD / COULD activities
- Project-type longer activities, providing students with more opportunity to work at their own pace over a series of lessons
- Flipped learning activities to promote independent learning and maximise lesson time to discuss and debate rather than instruct.

Expectations of Students during Online Learning

- Follow their daily timetable.
- Create a daily schedule that incorporates learning and relaxation.
- Check Google Classroom for up-to-date instructions from teachers about when / where / how learning will take place that day.
- Students will have a mixture of learning activities, including the opportunity to

engage individually with teachers through Google Meet.

- Remember online learning is an extension of the classroom. Students should conduct themselves as they would in a classroom.
 - Be on time for lessons
 - Be dressed appropriately for learning
 - Remain attentive during lessons and respond to questions and discussions as required
 - Interact patiently and respectfully with teachers and peers
 - Provide feedback to teachers about experiences and any relevant suggestions, including seeking further help when needed
- Virtual Google Meet backgrounds can be used. They must be something appropriate for a learning environment.
- Cameras must be on throughout the lesson. Mics must be turned on when requested to engage in dialogue.
- Google Meet sessions should not be recorded without the full permission of all participants.
- Teachers will always be available during normal timetabled lessons to provide feedback through Google Meet.
- Online learning will continue during Red and Black rain weather warnings. Teachers will understand if students are unable to participate due to electricity, wifi connectivity or weather-related interruptions.
- Attempt all learning provided by your teacher, however, students should not spend more than 1 hour on each lesson.
- Inform the teacher if the correct resources to complete the work (e.g. copy of the textbook) are not available.
- Inform the teacher if they do not understand the work or are unable to complete a piece of work.
- Within the timeframe of lessons, teachers will build in flexible opportunities to discuss the work with them and to get support.
- Email the teacher if you are unable to participate in the lesson.
- For extended school suspension, get involved in any Activities Programmes events offered.
- Move away from your laptop and take time to engage with wellbeing activities.

Do not worry! Online Learning is designed to enable learning to continue. Teachers will understand that it might be harder for some students to do work online rather than in class. Remember, teachers will always be available during normal school hours to help.

Expectations of Parents/Guardians during Online Learning

- Support your child to find a suitable area to work within your home and provide required materials and equipment, including a working camera and a microphone for Google Meet, as well as WiFi connectivity.

- Have an open dialogue with your child about their online learning. Ask them open questions to engage them in discussing their learning with you. This will help you to ensure your child is:
 - engaging appropriately with lessons
 - not engaging in inappropriate activities during lesson time
 - completing lesson activities
 - seeking further support when required

- If your child is struggling with aspects of a subject, in the first instance, encourage your child to reach out and contact their teacher to make them aware and ask for advice.

- Particularly for younger students, where possible, try to ensure students are supervised, to assist with maintaining engagement in their online lessons.

- In instances of extended school suspension, assist your child in planning and scheduling how they will use independent study time. Help them to balance their time between subjects and use the time to seek further assistance if necessary.

- Encourage physical recreational activities outside of lesson times, as appropriate, to assist in providing important balance to your child's day. Consider creating some recreational goals and skill acquisition with your child to help motivate them.