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DISTANCE LEARNING OFFER GUIDELINES

Policy Directive and Guidelines

Document Control & History

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1.0	11/21	Martin Winward		Policy adoption taken from Distance Learning Offer	11/22
1.1	11/21		S Parrilla	Formatting amendment in St Anne's School Colours	
<i>This policy will be reviewed in accordance with the States of Guernsey document control policy - original taken from Infection Control in Schools and other Childcare Settings guidance</i>					

Convention on the Rights of the Child

At St Anne's School we respect the rights of the children and adults in our school, community and beyond and aim for each school policy to adhere to Articles from the UN's Convention on the Rights of the Child.

In this policy, we are working towards the following articles:

Article 3: The best interests of the child must be a top priority in all things that affect them

Article 6: Every child has the right to survive and achieve their full potential

Article 8: Every child has the right to an identity

Article 18: Parents must ensure they consider what is best for the child and seek help when necessary

Articles 21 and 36: Children have the right to be cared for and protected

Article 28: Every child has the right to an education

Contents

1.0	Introduction	4
1.1	Policy Statement.....	4
1.2	Policy Objectives	4
1.3	Accountabilities	4
2.0	Context	5
2.1	Principles	5
2.2	Phased Approach	5
2.3	Learning Entitlement	6
2.4	Pastoral Entitlement	7
3.0	Leading learning.....	8
3.1	Circumstances	8
3.2	Teaching	8
3.3	Engagement.....	15
3.4	Feedback.....	16
3.5	Communication.....	18
4.0	Managing staff absence.....	19
5.0	Hybrid distance learning for individual children not able to attend school on a temporary basis due to Public Health measures	20
5.1	For children in year 2 and above	21
5.2	Children in Reception and year one	22
	APPENDIX 1: Online resources	23
	APPENDIX 2: Children and online safety away from school	36
	APPENDIX 3: Digital advice and guidance.....	38
	Devices.....	38
	Wi-Fi	39
	Delivering lessons online	39
	Other platforms	40
	Loan Agreement.....	41
	APPENDIX 4: Teacher Guidance and FAQs.....	43
	Frequently Asked Questions	43
	APPENDIX 5: Attendance.....	55

1.0 Introduction

1.1 Policy Statement

The coronavirus pandemic and possible closure of Bailiwick schools present challenges in respect of teaching and learning. This document sets out the Committee *for* Education, Sport and Culture policy for Education Leaders for the planning and design of remote learning during a period of school closure and provides clarity on what parents, carers and children and young people should expect during this period.

Given the unprecedented circumstances, it is not realistic to expect distance learning to replicate the kind of learning that usually takes place in our schools and colleges. However, all children and young people are entitled to an education. This document sets out the required principles and guidelines for leaders to implement during a period of Distance Learning and outlines the type and quantity of learning opportunities that will be provided to students attending States' maintained schools in light of the current context.

1.2 Policy Objectives

The policy is intended to provide guidance for schools on the context of learning during a period of full closure of schools, clarify the entitlement for learners, outline how engagement and communication with students should be managed and explain how to manage possible staff absence against continuing to provide learning opportunities.

1.3 Accountabilities

Schools should ensure that learning activities are planned and communicated to parents and students. **School leaders** should consider the digital inclusion of students and provide assistance where appropriate, for example by lending devices to families. **School leaders** should also consider the equity of experience for students across the whole school. It is recognised that there will be differences in experiences across types of schools, year groups and subjects but wherever possible staff should be redeployed to provide support if staff absence levels impact the ability of a school to engage with students and set appropriate Distance Learning activities.

Parents/carers should encourage children and young people to engage with the learning activities being provided by teachers and should support their children and young people in taking advantage of the opportunities provided to them. Where there is a legitimate reason for non-participation, for example illness, parents and carers should communicate this to schools.

Children and young people are responsible for participating in the learning activities set for them by their schools.

The Education Office will work with schools to support their implementation of the guidance and will intervene where it appears that a setting is not delivering to a minimum standard. **The Education Office** is responsible for the issue and update of this policy for as long as it is needed.

2.0 Context

2.1 Principles

One of the core aims of the Bailiwick curriculum is to enable all children and young people to be successful learners. The routines, structures and relationships within Bailiwick schools are central to helping children and young people learn. Whilst learning at home also plays an important role in providing the support required to become successful learners, schools are institutions designed with learning as their main aim. The closure of a school or schools and the shift to remote, home-based learning with very little time to transfer from one to the other means that educational leaders face some challenges in ensuring that successful learning is able to continue during an uncertain and unusual period.

However, the following three principles should underpin the approach to leading Distance Learning.²

- Given the uncertainty as to how long a closure might last, it may be helpful to think about this period as a series of phases.
- Children and young people continue to have an entitlement to learning, but this will look different.
- It will not be possible for learners and teachers to complete work as per their working environment in schools in normal circumstances.

2.2 Phased Approach

It is intended that this guidance will apply in different ways in different phases:

The adjustment phase. 1-2 days. In the circumstances of a new period of lockdown or school closure, schools should communicate Distance Learning plans to parents and carers so learners can begin the Distance Learning phase. Following a decision to close a school, it will be necessary to ensure all learners have appropriate equipment and materials to carry out home-learning. School leaders will also need some time to understand which students continue to attend school and to be able to plan accordingly using the Stage 4 Operational Guidance. The adjustment phase also enables teachers to adjust to a different mode of

² These principles and much of this policy has been adapted from the ASCL paper 'Leading learning during coronavirus school and college closures.'

<https://www.ascl.org.uk/ASCL/media/ASCL/Help%20and%20advice/Leadership%20and%20governance/Coronavirus-Leading-learning-during-coronavirus-school-and-college-closures.pdf>

delivery and new learning routine which also takes into account their personal circumstances.

The Distance Learning phase. This should begin no later than 2 days after the school closure. All children and young people must be able to receive their entitlement to education in a structured manner which provides a coordinated experience of home learning. Children and young people should experience a settled rhythm of learning at this time. Structure and routines are important elements in maintaining mental health and well-being and the sudden withdrawal of school from children and young people's lives will be challenging for some. It is important that students are provided with regular pastoral support alongside structured learning, albeit a structure that is flexible and adaptable to different students' circumstances. During this phase there should be a strong emphasis on pastoral care as well as on learning. School leaders should work with their staff during the adjustment phase to ensure that there are clear expectations around regular weekly contact with the class teacher in the primary phase and with the tutor in the secondary phase.

Recovery phase. There will be a point when schools will reopen to all children and young people, it will require careful planning. For example, depending on the time of year, arrangements to support transition into both primary and secondary school may need to be delivered and the normal school curriculum may need to be adapted.

It is also important to consider that, when a school reopens, some children and young people may need to stay away from school for extended periods, either due to their own health needs or because of the health needs of a family member. In these circumstances it is anticipated that education would continue to be provided and this would need to be determined on a case by case basis according to the needs of the young person concerned. In such cases, schools are best placed to work with the family to determine the most appropriate offer. Please discuss any additional resource requirements should this be necessary with your line manager

2.3 Learning Entitlement

Children and young people continue to have an entitlement to learning, but during a period of closure, the entitlement will look different from that which is usually delivered at school. To continue to provide the entitlement, it is appropriate that schools set learning activities for children and young people at home, as well as those coming into school. However, it is important to recognise that the quantity, scope and, in some cases, quality of learning during this period may vary, from when it takes place in a school. It is not expected that the learning process or the curriculum itself will be the same as would have happened in school or where a full timetable, supported by skilled professionals, is able to be delivered.

However, following the adjustment phase, it is expected that all children and young people will be able to access a balanced and considered Distance Learning offer from their schools. Learners who usually attend a CIAS Base as part of their school provision should be set work in line with all other young people in the year group. As for all students, the work should be differentiated where necessary. Teachers should liaise with their school SENCO where there is a concern that a learner is experiencing difficulties in accessing the Distance Learning offer. Further detail regarding the expectations of the Distance Learning offer for different year-groups can be found later in this policy guidance and a leaflet for parents and carers to clarify their expectations of the Distance Learning offer available in our schools is available [here](#). During the Distance Learning period, officers will work with schools to support and monitor their implementation of this policy guidance and to ensure that children and young people receive appropriate entitlement to education at this time.

It is noted that children and young people will be living and working in very different environments. Some may have unlimited access to technology and an internet connection, in other households such resources may be shared among children and young people, or with adults who are using these for work commitments. In some households there may be no internet access at all. It is the aspiration that all learners will be able to access an appropriate device which can be used to get online. The Education Office will support schools to identify levels of access to online material and making provision to bridge gaps. This challenge might also be met by ensuring that some learning activities that can be done without online access through resources that are posted directly home, or collected in a socially distanced manner from school.

It is important to recognise that every learner is different, including those with SEND. A greater focus on repetition and consolidation of knowledge and skills, with regular revisiting and embedding of learning over this period will benefit all learners. It will also be key to grow confidence and a sense of sustained achievement.

In [Appendix 1](#), you will find links to useful resources to support the learning of all pupils and especially those with SEND. This material is also available on the Education Leaders portal.

2.4 Pastoral Entitlement

Although learners are at home, there is still a responsibility for all settings to provide high quality pastoral support to the children and young people in their care. School leaders will need to work with their staff to ensure there are robust plans for continued pastoral support alongside their plans for learning. Schools may wish to consider the following:

- Small group sessions with the class teacher/tutor at a specified time **each week** for all learners, which will support with routines and an emotional connection and also help to foster a sense of community and informally review how learners are doing

- Plans to ensure that learners and their parents know how to get in touch with their class teacher/tutor if they have any concerns during the period of distance learning
- Plans for the continued delivery of the PSHE programme/Careers/Duke of Edinburgh and other activities where appropriate etc.
- Wellbeing support groups for identified groups of learners
- The opportunity for individual pastoral contact to take place once a month with the teacher/tutor for all learners
- Vulnerable learners may be contacted by the most appropriate member of staff (e.g. SENCO) instead of the tutor/class teacher on a more frequent basis.

3.0 Leading learning

3.1 Circumstances

It is important to recognise that teachers and learners will not be as productive in this environment as they would be in usual circumstances and it will not be possible for work to be completed as per the working environment in schools in normal circumstances.

Providing access to direct teaching and setting learning activities for children and young people is required during the Distance Learning phase but it is essential that expectations are realistic and sensitive to the situation. What can be achieved may vary over time, depending how the situation develops, but it is important to recognise that the curriculum cannot be followed in the usual way. By providing teaching, activities, guidance and support, schools will help children and young people do the best they are able to in the circumstances.

3.2 Teaching

Children and young people are entitled to support to help them become successful learners and should have access to direct teaching for parts of each day. (This is NOT the same as expecting live lessons – for more detail see below). Learning is usually more likely to be successful following a skilled adult explaining concepts clearly and checking that their explanation has been understood. Both elements are more difficult to do remotely. For this reason, during any period of closure, schools should focus more on the consolidation of prior content, than on introducing new content. Revisiting and practicing applying material covered in the current or previous terms should form most of the work provided for children and young people initially. Spaced repetition can be an effective way of learning and schools should exploit the opportunity this period affords to increase the time available for consolidating previous learning. Adding breadth and depth to existing thematic knowledge through wider reading and research is also especially valuable in KS3 and 4. This could be through the provision of recommended and subject-specific reading lists. Suggestions are provided in [Appendix 1](#).

Explanation and modelling of new content through live or pre-recorded online sessions by teachers can work very well in bringing the activities to life but they should not be an expectation for all lessons, nor would such content last as long as a usual lesson. The use of live video lessons assumes that all children in a class can be online at the same time and this will not be possible for many families. The use of live lessons is therefore only desirable in circumstances where the teacher is sure that all children will be able to access at that time or the live lesson is also recorded so that those who need to access at a different time of the day are able to do so in an equitable manner. For students in year 10 upwards, live teaching should be given further consideration (if and when possible for the teacher and learners) for at least some part of some lessons (for example, 10 minutes teaching input to contextualise the lesson and then a 5 min catchup to finish which will review the learning).

Because not all families have access to multiple devices, children cannot be expected to study specific subjects at specific times. Pre-recording of content by their teacher and the use of high quality online or broadcast resources provided by other organisations such as Oak Academy or the BBC provides a more flexible way of ensuring daily direct teaching is accessible for all and will therefore be the more typical way of providing direct teaching. While it may be difficult for teachers with very young children, it is not unreasonable to expect teachers working from home to pre-record some content over the course of a week. However, schools must be sure that teachers understand the safeguarding implications of sharing video footage online. See [Appendix 2](#). 'How to' guides are also included in the following folder <https://bit.ly/distlnGU>.

Schools should also communicate to teachers who do not feel confident with their digital skills where they can find information about upskilling and using digital tools efficiently on [the CPD portal](#). This could be made an integral part of their performance management processes if necessary. Schools need to plan CPD time to be allocated to provide teachers the opportunity for in house training or for them to attend events in the [CPD Catalogue](#) by the end of October 2021 as those are relevant in a school closure situation and can also be embedded in daily teaching practice.

Additionally some planning sessions should have the focus for staff to familiarise themselves with proven and tested distance learning resources (such as Oak Academy, Greenshaw Trust or others), so that they are able to make judicious choices within their team to manage workload and assess whether or not to use these. Additionally, their own resources could be shared in the event of a school closure or for enhancing their homework provision.

Direct teaching is not a synonym for live teaching. As the [leaflet for parents](#) explains, direct teaching can be provided in various forms and only rarely will it involve live teaching. More usually it will involve either a pre-recorded introduction and explanation of a teaching point by a member of staff, or the use of online or broadcast teaching from elsewhere (e.g. Khan

Academy, BBC, the Write Stuff, Oak Academy, Mr Barton maths etc.) There are lots of direct teaching resources available and we recommend using these at least some of the time so that teacher time is freed up to provide feedback and motivation for pupils which is much more difficult to outsource. Neither does school produced pre-recorded content have to be delivered by individual class or subject teachers as one teacher could record content for all classes in a subject in a year group to use. Nor is direct teaching expected to last for the equivalent of a whole lesson. It will usually take the form of a short explanation provided to enable independent practice and application. Pre-recorded or online explanations have the added benefit of being able to be watched as many times as necessary to ensure understanding. This format of video input and pausing the video to do independent tasks followed by feedback, then followed by more input should be used as a template for most lessons in order to minimise the need for high levels of parental input.

The reference to direct teaching is included so that it is clear that Distance Learning needs to include more than providing activities for children to do; it should also provide access to explanations that teach how to do those activities. During the previous lockdowns, many schools used this approach, for example through short videos providing phonics teaching or through access to online maths platforms that explain concepts as well as giving opportunities to practise applying them. This guidance has been updated to make the expectation explicit. Live lessons are difficult to provide on an equitable basis given the issues with access to devices which is why the policy states that live teaching must only ever be used if the teacher is sure that every pupil in a class is able to participate on an equal footing. This is only likely to be the case in very small classes such as might exist for sixth form students or some GCSE classes.

Schools should also explore online materials that explain and model new information and use these where appropriate instead of asking teachers to do so. This will free up teachers to give feedback to children and young people (see section 3.4) and build in resilience in case of widespread teacher illness. See [Appendix 1](#) for examples on online materials that explain new concepts. School leaders should also encourage that lesson planning is shared between faculties on different school sites (if possible), subjects or year groups where more than one teacher teaches a subject (secondary) or year group (primary) so workload is reduced through efficient sharing of resources and collaborative planning.

Online learning platforms that give children and young people opportunities to practise previously learned material are particularly useful in subjects such as maths. Such platforms have the added benefit of providing feedback. The best platforms adapt to learners' performance and give easier or harder examples in response to answers. Examples of platforms are included in [Appendix 1](#).

A period of closure may also be an opportunity for learners to encounter the curriculum 'hinterland', studying additional and supplementary material that is not core to the curriculum but broadens and extends learning.³ However, over-relying on open ended projects where learners research projects for themselves without adult guidance is likely to widen gaps between children and young people whose learning is more school-dependent and those who are more confident and able to work independently. This may result in some groups of learners being disadvantaged by such approaches. See [Appendix 1](#) for fuller explanation and examples of how to promote the 'hinterland' in an equitable way.

Should any period of closure period continue beyond six weeks, then schools will need to shift the balance and introduce more new learning, while still allocating generous amounts of time to revisiting previous learning and practising key skills.

Schools will understand the best approach for children and young people and will need to ensure that their Distance Learning Curriculum offer builds on what has already been learned and what they may explore in the future. For this reason, the content that each learner receives may not be the same in every school. However, there must be sufficient consistency between schools and classes as it is vital that all children and young people across our schools receive an equitable entitlement during this time. The school management team should have an awareness of expectations highlighted in this document and of good practice taking place in their establishment through quality assurance processes. In terms of timetable allocations, within mainstream schools the minimum learning provided should be as follows:

³ The idea of the curriculum hinterland has been described by the curriculum thinker Christine Counsel. It is used to describe additional and supplementary material that is not core to the curriculum but broadens and extends learning. This material is not harder than what has previously been learnt but it is different. For example, in history, students might learn about what was happening elsewhere in the world at the same time as a period they have been studying. In English they may read another book by the same author they have been studying or one on the same theme or from the same genre. In science students might read biographical information about scientists or read about how scientific principles find applications in the modern world.

Age group	Content
Reception and Year 1	<ul style="list-style-type: none"> • Short phonics teacher input linked to daily practice of reading, spelling and handwriting • Short maths teacher input linked to daily practice • Physical activity guidance • Signposting to at least three online or pre-recorded video lessons a week linked to other areas of the curriculum • Guidance to parents on play • Guidance on stories to read to pupils • Optional creative activities or projects
Year 2, 3 and 4	<ul style="list-style-type: none"> • Phonics and/or spelling teacher input linked to daily practice of reading, spelling and handwriting • Maths teacher input linked to daily practice • Daily maths practice of number bonds and times tables • Short writing activities at least three times per week • Physical activity guidance • Signposting to online or short pre-recorded video lessons at least three times week linked to other areas of the curriculum with associated short tasks • Daily independent reading practice for 20 minutes minimum • Guidance on stories to read to pupils • Optional creative activities or projects
Year 5 and 6	<ul style="list-style-type: none"> • Grammar and spelling teacher input linked to daily practice • Maths teacher input linked to daily practice • Daily maths practice of number bonds, times tables and division facts • Signposting to online or pre-recorded video lessons at least three times each week linked to other areas of the curriculum with associated short tasks • Short writing activities at least three times per week plus one longer task with feedback at least every two weeks • Physical activity guidance • Daily independent reading practice for 30 minutes minimum • Guidance on stories to read to pupils • Optional creative activities or projects

Year 7, 8 and 9	<p>Weekly:</p> <ul style="list-style-type: none"> • English: 2 ½ - 3 hours including one longer task with feedback at least every two weeks • Maths: 2 ½ - 3 hours with feedback at least every two weeks: • Science: 1½ - 2 hours including one longer task with feedback at least every two weeks • Each other subject: 1 hour a week per subject with feedback at least every two weeks • Work in all subjects should include direct teaching provided via online, pre-recorded or live video lessons with associated tasks for most lessons • Optional creative activities, projects and wider subject reading <p>Daily:</p> <ul style="list-style-type: none"> • Physical activity: 30 mins - 1 hour per day
Year 10 and 11	<p>Weekly:</p> <ul style="list-style-type: none"> • English: 3 hours including one longer task with feedback at least every two weeks: • Maths: 3 hours including with feedback at least every two weeks: • Science 3 hours including 1 longer task with feedback at least every two weeks: • Option subjects: Two hours a week per subject with feedback at least every two weeks • Work in all subjects should include direct teaching provided via online, pre-recorded or live video lessons with associated tasks for most lessons • Optional creative activities, projects and wider subject reading <p>Daily</p> <ul style="list-style-type: none"> • Physical activity: 30 mins - 1 hour per day

Year 12 and 13	<p>Weekly</p> <ul style="list-style-type: none"> • A Levels: 5-6 hours per subject, with feedback at least once per week per subject • IB: 3-4 hours per subject, with feedback at least once per week per subject • Optional creative activities and projects <p>Daily</p> <ul style="list-style-type: none"> • Physical activity 30 mins - 1 hour per day • Independent reading around subjects
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Schools can, of course, provide more than this but should make it very clear to children, young people and parents which elements **MUST** be done and which they could do, should they wish. It is preferable if schools start off with this baseline offer, building on that when, and only when, it is clear that the baseline is proven to be working. It is recognised that following such a prescriptive approach within schools for children and young people with SEND may not be appropriate. SEND schools should plan the delivery of a more bespoke offer for children and young people at those schools which nevertheless will focus upon extending and consolidating learning.

The learning environment at the College of Further Education is different and young people are more used to blended models of learning. For clarity, the following should apply:

Student	Activity
Full time	<ul style="list-style-type: none"> • Use internal communication portal GCFCConnect to keep up to date with activities across the College and touch base with tutors • Check emails and/or Google classroom daily • Attend online lecturers/discussion groups or complete online activities or assessments at the times suggested by your tutor • Check in with tutor at the designated times • Take a break and get some exercise • Contact Learning support team if you have worries
Apprentices	<ul style="list-style-type: none"> • To check emails from tutors and use GCFCConnect and information on the College website

	<ul style="list-style-type: none"> • Attend online lecturers/discussion groups or complete online activities or assessment submissions at the times suggested by your tutor • Check in with tutor at the designated times • Take a break and get some exercise • Contact Learning support team if you have worries
14-16 students	<ul style="list-style-type: none"> • To check emails from tutors and use GCFEConnect and information on the College website • Attend online lecturers/discussion groups or complete online activities or assessment submissions at the times suggested by your tutor • Check in with tutor at the designated times
Mature students	<ul style="list-style-type: none"> • To check emails from tutors and information on the College website • Attend online lecturers/discussion groups or complete online activities or assessment submissions at the times suggested by your tutor • Check in with tutor at the designated times

3.3 Engagement

In order to ensure that children and young people are benefiting from the education entitlement provided by schools, it is key to emphasise that engagement with provided activities is mandatory. Unless learners are ill, there are pressing family circumstances or a child or young person has particular social and emotional challenges, it is the expectation that parents and carers of learners on roll at States' schools ensure that their children are engaging with the core programme of learning provided by school during term time. Supporting this engagement is the best form of safeguarding school leaders have in circumstances leading to a period of closure. When children and young people are engaging with learning, schools know that they are at home, staying safe. Structure and routine are protective of mental health and well-being. Providing work is important because it provides children and young people with a feeling of normality, giving them a sense of purpose through providing goals, keeps relationships going and helps them feel they still belong to something beyond their family unit.

Where a school is aware that a learner is not engaging with the work set, the first concern should be well-being. In these circumstances it is expected that teachers will adopt an approach which encourages children and young people to engage with the activities set. Should this approach not improve engagement levels then it is expected that schools will have a plan in place which ensures that a supportive phone call is made to the parents to explore whether there are barriers to participating in learning and together try and find

solutions to address these. Where this does not result in improved engagement, the matter should be escalated via the usual mechanisms to a senior leader or head of year. If the problems continue, referral should be made to the Schools Attendance Service who will try to support the family in finding solutions.

Schools are best placed to identify the most appropriate method of communication in order to support their learners. Beyond the weekly contact with learners, there is no expectation in respect of the frequency or method of communication that staff are required to use to speak to students who are engaging with learning activities and Headteachers should check that staff understand the principles in this Policy and are able to manage their workload effectively. Leaders should also make sure staff are aware of the relevant IT policies to protect themselves when communicating with students, parents and carers and it must be emphasised that staff should **not** communicate with students or parents via live chat message facilities such as Skype or Google Hangout.

School phones should be used to make phone calls, where this is not possible or a member of staff wishes to phone a family from their home, guidance will be provided on how to withhold phone numbers when making calls and any associated expenses will be reimbursed.

As is the case when schools are open as normal, there will be circumstances where some children and young people are on a partial timetable for a period of time. There might also be some strongly self-directed learners who are not engaging with the work schools have set, but who are using their time productively on tasks of their own choosing. While schools will want the majority of learners to be doing the same work as far as possible, where the choice is between no or limited engagement with school set work and good engagement with self-directed work, then as long as the learner or their parent or carer can communicate that some purposeful learning is happening, schools should accept this as a valid alternative.

3.4 Feedback

A distance learning model creates some challenges in respect of giving and receiving feedback to children and young people about their work. Teaching is more effective when it is responsive to what the learner can and cannot do and this is much more difficult when the learner is working remotely and when tasks are not able to be adapted in the moment. It is therefore important that schools develop systems which enable teachers to gain feedback on how children and young people are doing so that they can support them with any difficulties they are having.

Receiving feedback also has a role in motivating learners and helping them develop self-regulation. The routines, structures and relationships of school normally provide motivation

for children and young people to engage in learning, with these absent, keeping learners engaged will require particular effort.

The development of resilience, independence and reflection are three of the elements of learning at the heart of the Bailiwick curriculum. These are usually developed through explicit teaching of metacognitive and self-regulation strategies. Learners need adults to teach them how to learn independently. Expecting children and young people to suddenly acquire the resilience and independence to work with minimal guidance is unlikely to be effective for many learners. The provision of feedback during a period of school closure is therefore both necessary but particularly challenging. It is likely will take a considerable amount of time and is one reason why schools should not expect teachers to be delivering a timetable equitable to that delivered if schools were open.

Given the particular challenges that keeping learners motivated will provide, the most important form of feedback teachers can give at this time is recognition of effort. Schools should use their online learning tools to enable children and young people to share work they have done or register their presence and respond with encouragement. Learners will need to understand teachers know they are completing or not completing the work they are being set, or if there are valid reasons, such as illness, why they are not able to do so. Children and young people also need teachers to encourage and celebrate their efforts. Tracking which learners are and are not doing work will be the priority for feedback and for younger pupils, and, in most cases, will be all that is necessary.

Motivational feedback should also be used to reinforce expected behaviour. Most people do what they think most other people are doing and by celebrating with classes that the majority of children and young people are sharing work with the teacher, it makes it explicit to learners that engaging with schoolwork is what everybody else is doing. This positive peer pressure is strongly motivational.⁴

For learners from Year 5 onwards, more development feedback for some tasks will also be important. This can take place via the shared editing of Google docs, through email, message, phone call or by pre-recorded lessons that use learners' work to model 'what a good one looks like' or address misconceptions. Group email and feedback, where a detailed comment on work submitted, is shared with a group of learners and encourages them to self-assess against what was done well and what needed development has been shown to be effective at KS2 and above. Face-to-face online sessions might work in smaller groups and particularly with post 16 students, but they should not be a routine expectation for staff. Where they do take place, they need to be conducted with all appropriate

⁴ See here for further details of the research behind this
<https://improvingteaching.co.uk/2020/03/19/motivating-distant-learners-schools-under-coronavirus/>

safeguarding guidelines in mind and should be delivered to account for digital inclusion and equality of access.

3.5 Communication

One of the most significant barriers to successful learning is lack of clarity about what is expected. Learners, parents and carers need to know exactly which activities must be done and which are optional suggestions so clear communication is key. Schools must resist the temptation to swamp parents with suggested optional activities. Materials and activities should also be accessed in a consistent way. Where access to the internet or a suitable device is not readily available, schools must seek to provide this for learners during the adjustment phase or provide paper-based learning materials by post as a short-term solution. Guidance on the loan of ICT equipment is provided in [Appendix 3](#).

Structure and consistency in respect of how learning is shared with learners and their families is also key. The time, day and platform used for sharing learning must be communicated with the utmost clarity. It should not be the case that students get information from one teacher via email, another via google classroom and another via yet another system. All information needs to be in one place even if it then signposts students to a different location for specific tasks and the information should be disseminated no more frequently than once per day. Where children and young people are learning via paper based materials, the same standards of clarity of expectation and ease of navigation will also be necessary. Since there is likely to be pressure within families with regards to accessing internet enabled devices, daily learning should be sufficiently flexible to allow for completion at a time to suit each family rather than each subject taking place at specific times. However, it is recognised that learners are much more likely to complete work set where the information provides a space to write down the time they will complete each task.⁵

Learning will also be more effective if specific instructions, shared targets and the purposes underpinning the activity are included. For example, instead of directing a learner to ‘play *hit the button*’, teachers should instead say ‘practise *hit the button* until you can do 25 calculations in one minute or for 10 minutes. This will make being able to solve maths problems much easier.’ Rather than requesting that a learner ‘read independently for 20 minutes a day’, teachers should say ‘if you read for 40 minutes a day, this will build your reading fluency and extend your knowledge of subjects. The more you know about a subject, the more interesting you are likely to find it.’

⁵ <https://improvingteaching.co.uk/2018/12/09/beyond-i-will-implementation-intentions-to-encourage-student-action/>

It is also important that schools provide information about optional/additional learning activities in the same measured way that core learning is shared: in a predictable and routine way, on the same day and at the same time each week and via the same means of communication, and with just a few suggested extra activities at a time. Schools might find it helpful to provide work that is referenced as Core Distance Learning and Optional Distance Learning. While it should be crystal clear that such activities are optional, it should be made clear that it is parents, and not children, who decide whether or not those activities are completed.

Teachers will also be expected to engage with CPD and attend virtual staff meetings during the school closure period. This might be more challenging to staff with very young children, so the more CPD can be provided through pre-recorded material the better. Some face to face meeting time is likely to be necessary for all staff though leaders will need to have a degree of flexibility about when this happens.

4.0 Managing staff absence

Where staff are ill this will need to be reported in the usual manner. The impact of staff absences and subsequent potential increase in the workload of staff should be taken into account and clearly communicated with parents with regards to the impact this has on expectations.

Schools should plan for potential staff absence and build resilience into systems in advance. The Education Office, in particular Education Development Officers can help schools develop these plans where appropriate. In primary schools, year groups should plan in common so that staff in parallel classes can continue to provide work. PPA staff should also be used to cover for absent colleagues. In order to develop resilience, one form entry schools may need to partner with larger schools in the case of widespread absence. In secondary schools, subject departments should plan in the same way and in subjects where there is only one teacher per subject, cooperation between secondary schools should be accommodated. A list of suggested material and resources will also be available on the Headteacher's portal.

Schools should also plan for a worst-case scenario in which there are few or no staff in a year group or subject or where the workload becomes excessive. It is advisable that a contingency curriculum using [Oak National Academy](#), other online provision and paper-based revision activities is shared with parents and carers in advance of it being needed.

5.0 Hybrid distance learning for individual children not able to attend school on a temporary basis due to Public Health measures

Public Health measures to reduce the onward transmission of COVID-19 have resulted in children having to stay at home either to wait for a PCR test or after receiving a positive result. Children who receive a positive result and feel sufficiently unwell to mean that in normal circumstances they would not attend school should not be expected to do schoolwork. However, some children, despite receiving a positive test, will either be asymptomatic or will have mild symptoms and will be able and expected to engage with the hybrid distance learning provided by their school. For the purposes of this guidance, 'temporary' means for a period of more than three days but not more than one month.

This section of the guidance provides a practical and proportionate response to the circumstances of the school if, for obvious reasons, staff cannot support a full Distance Learning offer if they are teaching full-time (even with reduced attendance). There is however a balance to be struck as children who are neither too ill to work nor able to attend school are entitled to be provided with learning opportunities. Given the logistical problems this presents for schools, it may well be that much of the learning offered involves revising and consolidating previous learning.

While there is an expectation that teachers will set work, as outlined below, there is no expectation that teachers offer further feedback and guidance to those engaged in distance learning as this is simply not feasible to do alongside teaching classes in school. If the student or their parents or carers do not understand an aspect of the learning offer, then they should skip that aspect and do those parts they do understand. The Bailiwick curriculum emphasises resilience and independence and this distance learning provides an opportunity for students to put these values into action.

The guidance below proposes that online video teaching materials from third-party providers are used. Given that the learning materials from Oak Academy have been subject to robust quality assurance, teachers are not expected to have watched the video lessons they share in advance. If other third-party providers are used, leaders should ensure that similar quality assurance methods have taken place either internally (through watching a sample of lessons or already being familiar with the content) or externally.

5.1 For children in year 2 and above

For children in year 2 and above, teachers should share with parents/carers the following:

Maths: share relevant Oak Academy lessons (or other similar platform which includes teaching not just activities e.g. Khan Academy, I See maths) to reflect topic class is currently doing or if this is not available revise a previous topic. The child should do one lesson per day.

Remind parents and students of any relevant online practice website that should be used for 20 minutes (ks1) and 30 minutes (ks2 and upwards) daily. For example, primary schools may share details of one or more of times table rockstars, Hit the Button or Matheletics. Secondary schools may share details of Dr Frost maths or similar revision platforms.

English: read class book/novel/decodable phonics book.

Use Oak Academy lessons (or other similar platform which includes teaching not just activities) either to reflect the topic the class is currently doing or where this does not exist, one of the grammar units as revision. Sites such as BBC bitesize that have explanation as well as activities can be used when suitable online lessons are not available. The child should do one lesson per day.

Remind parents and students of any relevant online practice website that should be used for 20 minutes (ks1) and 30 minutes (ks2 and upwards) daily.

Science: share relevant Oak Academy lessons (or other similar platform which includes teaching not just activities) to reflect topic class is currently doing or if this is not available revise a previous topic. Where no suitable online teaching resource exists, either use a similar platform which includes teaching not just activities, or if not available, use sites such as BBC bitesize that have explanation as well as activities. The child should do two lessons a week.

Where the school has an online practice website, parents and students should be reminded of this and asked to use twice a week.

Other subjects: share relevant Oak Academy lessons (or other similar platform which includes teaching not just activities) to either reflect current topic or revise a previous topic. Sites such as BBC bitesize that have explanation as well as activities can be used when suitable online lessons are not available. The child should do one lesson per subject per week.

Where the subject has an online practice website, parents and students should be reminded of this and asked to use once a week.

Where children do not have access to IT, paper resources that enable children to practice previous learning such as CGP books should be sent home.

Feedback

Teachers will **NOT** be able to give feedback on distance learning for individual children not able to attend school as they will be teaching their regular classes. Parents and carers are asked to provide their children with encouragement and help children where they are able to do so. If children experience problems with work that they are not able to resolve either independently or with parental help, they should leave that activity and move on to another piece of work, including practising previous learning. The benefits of revisiting what has previously been learnt are considerable and will enable faster learning in the future.

5.2 Children in Reception and year one

It is not advisable for young children to spend long periods of time sitting passively online and in front of a screen. Therefore, while elements of the above approach for maths and phonics should be made available, no more than one hour a day of learning should be offered via screen time online for children in Reception and no more than two hours for children in year 1. Advice from WHO and other organisations is that 3-5 year olds have no more than one hour of screen time day.

The role of the adult is integral to Early Education and children's learning is a constant mixture of adult interactions and independent play. For these reasons, parents of children in this age range are asked to appreciate that schools will not be sending packs of worksheets or a school days' worth of independent learning for each day, as this is not effective teaching and learning. Worksheets would still require high levels of involvement from an adult supporting and directing with a very limited outcome and impact on a child's learning. Activities, experiences and lots of play (outside for much of this time where households have access to their own space) will ensure children continue to develop and learn effectively.

The usual guidance that parents should be receiving each half term and via home learning newsletters should already provide sufficient information about the topics the child will be learning and experiencing as well as suggested extension activities.

APPENDIX 1: Online resources

Individual resources cannot replace a school's properly planned curriculum, and the resources in this list are not intended to do so.

Schools may also wish to explore this initial list of resources as they consider how they continue to support learner's education. They may be useful for parents in considering how they could support their children and young people's education, but they should not be used in place of existing resources which schools may be using as part of their continued provision for learners' education at this time.

This list of resources is not exhaustive and there are many other resources available to schools.

Curated lists of resources across many subjects

The Department for Education in the UK have produced a very comprehensive list of online education resources for home education. These cover English, maths, science, PE, wellbeing, and special educational needs and disabilities. All resources in this list are currently being offered for free.	https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19
Online learning platform for secondary schools with interactive content across many subjects	https://bereadygroup.org/
The School Library Association has produced this very detailed list of resources.	https://www.sla.org.uk/school-closure-resources
The London Borough of Islington school improvement service is producing weekly plans for primary schools which include reading, writing, maths, PE and RE as well as further links to materials in other subjects.	https://www.islingtoncs.org/home-learning

Advice for pre-schoolers, childminders and nurseries which might also be of use to Reception class teachers	https://www.gov.gg/CHttpHandler.ashx?id=124397&p=0
Resources to support children and young people with SEND	https://www.driveryouthtrust.com/resources/

Resources for practising previously learnt content

Phase/subject	Link
Phonics	https://new.phonicsplay.co.uk/
Primary maths	Numbots https://play.numbots.com/#/intro Times table Rock Stars https://trockstars.com/ White Rose diagnostic questions https://diagnosticquestions.com/whiterose
Secondary maths	White Rose diagnostic questions https://diagnosticquestions.com/whiterose Mr Barton maths https://diagnosticquestions.com/Quizzes/Collection/MrBartonNewGCSEMaths Maths kitchen https://mathskitchen.com/topics Corbett maths https://corbettmaths.com/contents/
Secondary Science	https://cogscisci.wordpress.com/resources/

Pre-recorded lessons and activities

Provider	Description/link
BBC Bite Size Daily	Every day, 6x20' programmes, Bitesize Daily, will air on BBC iPlayer and BBC Red Button targeting six age groups, from 5 to 14
BBC Four	BBC Four will devote a block of programming each weekday evening to shows that support GCSE and A-Level curriculums.
Oak National Academy	Online classroom and resource hub https://www.thenational.academy/

EYFS	Daily activities for children in Reception classes https://www.eyfshome.com/
Pie Corbett	Talk for writing booklets https://mailchi.mp/talk4writing/home-school-booklets
Reach Academy Feltham	Daily lessons in English and maths for primary aged children from Reception to year 6 https://www.youtube.com/channel/UCiai-MqUoEe-lQ2FbApQChw/playlists
Padlet	Daily timetable of selection of online learning lessons suitable for a variety of age groups https://padlet.com/grahamandre07/onlineHLtimetable
Be Ready Group	Online learning platform for secondary schools with pre-recorded interactive content across many subjects https://bereadygroup.org/
ISE Maths	Daily maths lessons for children in years 3-6 http://www.iseemaths.com/home-lessons/
The Body Coach	Daily fitness with Joe Wicks https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
Jane Considine	Daily interactive story writing suitable for primary aged children https://www.youtube.com/watch?v=8G8SrGs5l1M

Resources for teaching the wider curriculum 'hinterland'

Description	Link
Website that extends historical learning beyond the taught curriculum	https://meanwhileelsewhereinhistory.wordpress.com/
Resource for introducing students to classical music	https://www.bbc.co.uk/programmes/articles/qt76WSzksPSPmkj9tbV0p9/the-pieces-and-composers
Website for primary aged children	https://www.natgeokids.com/uk/

independent research projects on a range of topics	
Website to explore the wider world	https://www.natgeokids.com/uk/
Fairtrade resources	https://schools.fairtrade.org.uk/resources/

Suggested resources for optional learning enrichment activities

Description	Link
Family Days Tried and Tested – a gateway to a range of activities throughout the age ranges	https://www.familydaystriedandtested.com/
Hello Wonderful – activities for younger children (Pre-school to Infants)	https://www.hellowonderful.com
Educational games R-12 – online games/activities for students, for different subjects and age ranges	https://www.breakoutedu.com/funathome
Quick & easy at home projects curated for kids 2 and up - online games/activities for students, for different subjects and age ranges. Includes resources for parents	https://www.kiwico.com/kids-at-home-
Online digital coloring pages for completing online	https://www.thecolor.com/
CBBC – online games related to CBBC shows	https://www.bbc.co.uk/cbbc/games

Learning for older students (14+)

Description	Link
Free classes from leading universities and companies – aimed at older teens and adult learners	https://www.coursera.org
Classes for older teens or adults	https://www.thegreatcoursesplus.com
Free resources, games, learning resources, and lesson plans for teaching personal finance	https://www.ngpf.org/
An online physics problem and video bank designed. You need to register as teacher/student and can track progress	https://www.positivephysics.org/home
450 US University courses that you can take	https://www.freecodecamp.org/news/ivy-league-free-online-courses-a0d7ae675869/
2,500+ online courses from top institutions	https://www.edx.org/

A-Z subjects

Subject	Description and Link
Animals	<p>Play games and learn all about animals https://switchzoo.com/</p> <p>This Canadian site FarmFood 360 offers 11 Virtual Tours of farms from minks, pigs, and cows, to apples and eggs https://www.farmfood360.ca/</p>
Art	<p>Red Ted Art www.redtedart.com</p> <p>Messy Little Monster https://www.messylittlemonster.com</p> <p>Crafts, activities, mazes, dot to dot, etc https://www.allkidsnetwork.com/</p> <p>Games, crafts, activities https://www.highlightskids.com/</p> <p><u>National Gallery Arts interactives offer an entertaining and informative introduction to art and art history</u></p>

	https://www.nga.gov/education/kids.html Travel to Paris, France to see amazing works of art at The Louvre with this virtual field trip https://www.louvre.fr/en/visites-en-ligne
Cooking	Illustrated recipes designed to help kids age 2-12 cook with their grown-ups. Recipes encourage culinary skills, literacy, math, and science https://www.nomsterchef.com/nomster-recipe-library
Cryptography	Immerse yourself in cryptography https://www.cryptoclub.org/
Drama	West End Theatre shows for free streaming https://www.willowsmusical.com/#
Games	Miscellaneous games for all subjects Reception- Year 8 https://www.funbrain.com/ Pre Reception – Year 5 games for all subjects https://www.turtlediary.com/
Gardening	Guide to gardening for kids https://web.extension.illinois.edu/firstgarden/
Geography	National Geographic Kids https://www.natgeokids.com/uk/ Free videos from around the world from Years 3-12 https://www.projectexplorer.org/ 35,000 pages of online content on the cultures and countries of the world – includes a page for Guernsey https://www.countryreports.org/ This Virtual Tour of the Great Wall of China is beautiful and makes history come to life https://www.thechinaguide.com/destinati.../great-wall-of-china Tour Yellowstone National Park https://www.nps.gov/.../lea.../photosmultimedia/virtualtours.htm
History	Online history classes for all ages preteen through adults. You need to register as teacher to create your virtual class https://www.oerproject.com/

	<p>Digital archive of history – older teens upwards https://www.bunkhistory.org/</p> <p>An interactive way to learn US history https://www.mission-us.org/</p>
Home learning	<p>Day by day projects to promote thinking, reading and learning at home https://classroommagazines.scholastic.com/support/learnathome.html</p> <p>Learning and Exploring Through Play - Huge bank of activity ideas - arts, crafts, printables, sensory play www.learningandexploringthroughplay.com</p> <p>Twinkl – find resources by age and topic https://www.twinkl.co.uk</p> <p>The Kids Should See This – videos for curious minds – can chose topics https://thekidshouldseethis.com</p> <p>Ted Ed – new section for home learning https://ed.ted.com/daily_newsletter</p> <p>Play with PBS show characters and learn too https://pbskids.org/</p> <p>300,000+ FREE printable worksheets from toddlers to teens https://www.123homeschool4me.com/home-school-free-printabl</p> <p>ClickSchooling brings you daily recommendations by email for entertaining websites that help your kids learn https://clickschooling.com/</p> <p>Free printable R-8 Reading and Math activity packs (available in English and Spanish) https://www.curriculumassociates.com/supporting-students-aw...</p> <p>Digital learning content for preschool through high school – designed more for teachers https://www.curriki.org/</p> <p>Online homeschool platform & curriculum for Pre-school-Year 12. All main subjects are covered, plus extra curriculum courses http://discoveryk12.com/dk12/</p> <p>Educational brain breaks to help students review essential literacy and math skills, while getting in some exercise. Site is best used for ages 4-8 https://fluencyandfitness.com/register/school-closures/</p>

	<p>7,000 free videos in 13 subject areas – seems suitable for older students https://hippocampus.org/</p> <p>Carmen Sandiego videos, stories, and lessons for all subject areas https://www.carmensandiego.com/resources/</p> <p>Entertaining & educational videos for all levels and subjects https://www.izzit.org/index.php</p> <p>Online education program for toddler through high school... https://www.khanacademy.org/</p> <p>3D printing projects and Coding projects, involving math and other R-12 subjects https://www.instructables.com/.../EdgertonCent.../instructables/</p> <p>Daily lessons and educational activities that kids can do on their own https://www.superchargedschool.com/</p>
Languages	<p>Vocabulary, grammar, listening activities and games in Spanish, French, Italian, German, Portuguese, Korean, and Latin https://www.wordreference.com/</p> <p>Foreign languages https://www.duolingo.com/</p> <p>Music Based Spanish Learning https://rockalingua.com/</p> <p>22 languages to learn https://www.memrise.com/</p>
Maths	<p>Topmarks is good for all ages from preschool-secondary – has a parents resources section https://www.topmarks.co.uk/</p> <p>Primary maths resources and home learning packs https://thirdspacelearning.com/blog/home-learning-resources/</p> <p>Maths practice from counting to algebra and geometry http://www.mathscore.com/</p> <p>Math and reading games https://www.abcya.com/</p>

	<p>Math and language games https://www.arcademics.com/</p> <p>Math as a fun part of your daily family routine http://bedtimemath.org/</p> <p>Geometry https://www.canfigureit.com</p> <p>A wide range of math content from middle school onwards. Allows teachers to set their students online activities https://deltamath.com/overview</p> <p>Reception – Year 8 online math program that looks at how a student is solving problems to adjust accordingly and build a unique learning path for them https://www.dreambox.com/at-home</p> <p>Higher level math series... online video series with detailed solutions to more than a thousand publicly-released College Board SAT Math, Subject Test Math Level 1, and Subject Test Math Level 2 problems https://www.youtube.com/channel/UCbQoCpvYRYRkRRvsObOPHaA...</p> <p>Math Videos with lessons, real life uses of math, famous actors https://www.hmhco.com/math-at-work</p> <p>Enter your math problem or search term, press the button, and they show you the step by step work and answer instantly. Year 2+ to college https://www.mathcelebrity.com/online-math-tutor.php</p> <p>Elementary Math games, logic puzzles and educational resources https://www.mathplayground.com/</p> <p>Math practice – can be used by teachers for class or by parents. https://xtramath.org/#/home/index _</p> <p>Reception – Year 5 curriculum that builds deep understanding and a love of learning math for all students https://www.zearn.org/</p> <p>Website allows students to play basic games to reinforce math skills and compete against the computer or others https://www.mangahigh.com/en-us/</p> <p>Math games galore https://gridclub.com/</p>
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Miscellaneous	<p>Farmer's almanac for kids... Date, weather, moon phase, etc https://www.almanac.com/kids</p> <p>This iconic museum located in the heart of London allows virtual visitors to tour the Great Court and discover the ancient Rosetta Stone and Egyptian mummies https://britishmuseum.withgoogle.com/</p> <p>Nature Detectives https://naturedetectives.woodlandtrust.org.uk/naturedetect.../</p> <p>News and more for kids https://www.youngzine.org/</p> <p>Improve your typing skills while competing in fast-paced races with up to 5 types from around the world https://www.nitrotype.com/</p> <p>Short videos and readings that answer various wondrous/burning questions for students. There are vocabulary challenges and comprehension questions https://wonderopolis.org/</p> <p>Keyboarding practice https://www.typingclub.com/ or https://www.typing.com/</p> <p>For students to practise and master whatever they are learning https://quizlet.com/en-gb</p>
Music	<p><u>Guernsey Music Service Resources</u> google drive</p> <p><u>Music is for everyone</u> https://musiclab.chromeexperiments.com/Experiments</p> <p>QuaverMusic is offering free access to general music activities to all impacted schools, including free student access at-home https://www.quavermusic.com/info/at-home-resources/</p> <p>Sight reading and sight singing practice exercises https://www.sightreadingfactory.com/</p> <p>Music practice transformed https://www.smartmusic.com/</p>

Phonics	<p>Phonics worksheets for kids https://www.funfonix.com/</p> <p>Phonics skills https://www.starfall.com/h/</p>
Physical Activity	<p>The Health Improvement Commission's Be Active @ Home guide https://healthimprovement.gg/services/be-active/be-active-home</p> <p>Movement and mindfulness videos created by child development experts https://www.gonoodle.com/</p> <p>Free at-home kids yoga lesson plans https://littletwistersyoga.com/online-store/</p> <p>At home OT, PT, and ST resources designed to build skills in children through movement and play https://www.theottoolbox.com/</p>
Pre school	<p>Preschool Inspirations https://preschoolinspirations.com</p> <p>Teach Preschool https://teachpreschool.org</p> <p>Imagination Tree https://theimaginationtree.com/</p> <p>Best Ideas for Kids https://www.thebestideasforkids.com/</p> <p>Cbeebies https://www.bbc.co.uk/cbeebies</p> <p>Cbeebies Radio https://www.bbc.co.uk/cbeebies/radio</p> <p>Indoor Activities for busy toddlers https://busytoddler.com/2020/03/indoor-activities/...</p> <p>Printable board games, activities and more for phonics and reading all using evidence-based methods. Can be customized to any student's needs including creating flashcards for other subjects https://dogonalogbooks.com/printables/</p> <p>Free Printables for Preschool – Year 2 https://www.teacherspayteachers.com/.../Lite.../Price-Range/Free</p>

	<p>Every course you could possibly want to homeschool preschool – 8 https://allinonehomeschool.com/</p>
Reading	<p>Read, play games, and hang out with Dr Seuss https://www.seussville.com/</p> <p><u>Reading passages for Years 3-12, with reading comprehension and discussion questions</u> https://www.commonlit.org/</p> <p>Engaging reading game for Years 2-8 that combines strategy, engagement, and imaginative reading passages to create a fun, curriculum-aligned literacy game https://www.squiggelpark.com/dreamscape/</p> <p>Novel Effect makes story time a little more fun for kids (and grown-ups too!) As you read out loud from print books (or ebooks!) music, sound effects, and character voices play at just the right moment, adjusting and responding to your voice https://noveleffect.com/</p> <p>Free stories online ages 3-12 https://www.freechildrenstories.com/</p>
Science	<p>Mystery Science https://www.mysteryscience.com</p> <p>High school chemistry topics https://www.acs.org/.../hi.../chemmatters/articles-by-topic.html</p> <p>Hands on primary science videos https://www.backpacksciences.com/science-simplified</p> <p>Biology https://www.biologysimulations.com/</p> <p><u>Daily free science or cooking experiment to do at home</u> http://www.clubscikidzmd.com/blog/</p> <p>Chemistry https://www.playmadagames.com/</p> <p><u>Interactive video earth science based curriculum supplement</u> https://www.everyday-earth.com/</p>

	<p>80+ do at home science activities https://elementalscience.com/.../n.../80-free-science-activities</p> <p>Science projects that can be completed with or without Internet access https://sciencespot.net/Pages/classhome.html</p> <p>Next Generation Science video game focused on middle school where students directly engage in science phenomena as they solve problems https://www.tytoonline.com/</p> <p>Learn all about earthquakes https://earthquake.usgs.gov/learn/kids/</p> <p>Learn all about the periodic table https://www.chemicool.com/</p> <p>Tons of science experiments that you can do at home https://www.stevespanglerscience.com/lab/experiments/</p> <p>Just explore, have fun, and learn some science along the way https://thehappyscientist.com/</p> <p>Science and math labs and simulations https://phet.colorado.edu/</p> <p>Space science for kiddos https://www.nasa.gov/kidsclub/index.html</p>
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APPENDIX 2: Children and online safety away from school

All schools should be doing all that they reasonably can to keep all of their children and young people safe. In most cases, the majority of learners will not be physically attending school. It is important that all staff who interact with children and young people, including online, continue to look out for any signs that may indicate that a learner may be at risk. Any such concerns should be dealt with swiftly and according to the child protection policy. Where appropriate, safeguarding referrals should still be made to children's social care and as required the police, noting that MASH continues to respond to referrals in the usual way during any Distance Learning period

This guidance on providing education remotely includes the use of technology. A number of resources and additional [guidance on safe remote learning](#) is available from SWGfL and from the [London Grid for Learning on the use of videos and livestreaming](#) to help safely plan online lessons and/or activities.

All schools should consider the safety of their children and young people when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the [Code of Conduct and Practice for the Teaching Profession](#) and [Professional Teaching Standards](#). The [Online Safety](#) policy should also be an important point of reference. These documents include information about acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The principles set out in these policies should apply equally to any existing or new online and distance learning arrangements which are introduced. Education settings are subscribed to [BOOST](#) which provides a suite of tools and training resources for online safety. If you do not know your subscription details please contact [Victor Lane](#) who will be able to assist.

Schools should, as much as is reasonably possible, consider if their existing policies adequately reflect the new reality of so many children and young people (and in some cases staff) working remotely online. The principles set out in the UK [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) may help schools satisfy themselves that their staff behaviour policies are robust and effective.

Schools should ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children and young people who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online (for example the Whisper tool). As well as reporting routes back to the school this should also signpost learners to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Schools are likely to be in regular contact with parents and carers and especially with the families of the most vulnerable. Those communications should be used to reinforce the importance of learners being safe online. It will be especially important for parents and carers to be aware of what their children and young people are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [SWFGfL](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

APPENDIX 3: Digital advice and guidance

Devices

Online resources should be suitable for use on numerous devices to take account of the variety of devices that learners may have access to at home. This will include Windows and Apple desktops and laptops, iPads and Chromebooks.

School leaders should identify ahead of time which learners do not have access to suitable devices and/or Wi-Fi at home to ensure that the distribution of equipment can be managed swiftly in the event of a school closure. IT support assistants can be deployed to schools to support with the distribution of equipment to families, please advise Emma Connell emma.connell@gov.gg should you envisage that support will be required. In the case of schools requiring support with distribution of equipment for learners, IT Support Assistants should have access to school sites as necessary and will follow all necessary precautions as required by the school and Public Health.

Where learners do not have access to an appropriate device at home schools should make a Chromebook or iPad available from their allocation. If a school does not have any devices or does not have sufficient numbers to meet requirements these can be provided by arrangement with another school where there are spares available. If assistance is required, please contact your ICT technician or your IT Support Assistant.

Unlike school iPads and/or laptops, Chromebooks can be used outside of the school Wi-Fi network. These devices are also linked to the school's G-suite domain and therefore can be managed, for example using managed guest sessions to remove login requirements and/or install apps or to set device policies to limit who can login to the device. School G-Suite administrators (including ICT technicians and support assistants) can assist with this if required.

Where Chromebooks are being loaned, parents/carers must agree to the loan, a sample loan/acceptable use agreement is available for use by schools. A copy is included on page 38.

In particular with younger learners, consideration should be given to ensuring that parents/carers are able to support their child(ren) to use the device. Advice may need to be provided as appropriate on the following:

- Switching the Chromebook on and off
- Connecting to WiFi (see section below where wifi is not available)
- Logging in including their child's login details
- Charging the Chromebook

- Accessing websites and/or apps
- What to do if they have issues

Schools however must consider the familiarity and confidence of learners to accessing content provided online and to completing tasks using digital technology. They must also take into account any online safety guidance and safeguarding policies in place. **It is important to remember that when devices are at home they are not subject to same web filtering and controls as they are in school.**

Wi-Fi

Where a learner is not able to access WiFi from home, Headteachers should liaise through The Education Office to discuss requirements including the numbers of learners for whom this service needs to be provided. It is critical that schools consider digital inclusion as part of the planning for distance learning under these arrangements. If access to the internet cannot be provided at home then alternative provision must be made to ensure the learner has access to an equivalent educational experience.

Delivering lessons online

Where it is appropriate teachers may wish to invite individual and/or groups of learners to meet with them. All schools have access to Google Meet which can be used for live broadcasts and allows for sessions to be recorded. The [Google Meet Protocol](#) should be used to set expectations and understanding for teachers, parents/carers and learners and a template [behaviour agreement](#) is provided for use by settings to send to parents and carers.

Specific functionality is available in **Google for Education**, for example you can decide if users need to request to join a meeting, to manage participants and to prevent meeting reuse.

Further information on using Meet for distance learning is available via these links:

- [Set up Guidance for using Google Meet](#)
- [Meet for learning and education](#)

Tips for educators

- To improve video meeting quality, participants can turn off their camera and show their profile photo instead.
- Record a lesson and share it later. [Learn more](#)
- To engage students watching a live stream or recorded meeting, you can accept and present questions in Google Slides. [Learn more](#)
- To help students who are deaf or hard of hearing, turn on live captions in Meet. [Learn more](#)
- Review best practices for distance learning using Meet. [Learn more](#)

Following security concerns, Zoom should not be used in schools - [advice on use](#).

Domestic internet speeds may be considerably slower than in schools so teachers should ensure that they are minimising the size of any video files that need to be streamed or resources that need to be downloaded to improve the speed and performance of accessing them. This can be done by reducing the resolution or quality of the files. Video files can be linked through Google Classroom or in Google drive and access to these should be restricted where appropriate (for example if being used to provide individual feedback).

Other platforms

Schools have previously identified the platforms that they use to engage with learners as part of their information asset registers. These include systems such as G-suite, Class Charts, Class Dojo etc. Many software companies are using school closures to actively promote alternatives, including offering free access to applications.

Schools should not introduce new technologies without discussion with the IT Business Partner ([Jonathan Jehan](#)). This will ensure that they are compatible with the school network; are in line with any States of Guernsey policy, directive and guidance and that they can be appropriately supported. Support may be provided through in-school technicians, the vendor or IT partners (e.g. XMA, Agilisys and/or Logicalis).

Specific assistance and support on the use of digital technology in education is available from [Victor Lane](#) and a series of How to guides are available via this link: <https://bit.ly/distlmGU>

Loan Agreement

It is recognised that some learners may not have access to a computer or tablet to be able to access online learning resources in order to complete work provided by their teacher. In these circumstances the school and the Education Office are happy to provide a Chromebook for home use during any periods of school closure subject to a parent/carer signing the agreement detailed below.

The terms of the loan are:

1. The agreement must be signed by the parent before the device can be taken off site
2. The loan of the device is on a short-term basis only. The length of this will be in line with school closures as directed by the Civil Contingencies Authority.
3. Parents/carers and learners are responsible for complying with published online safety policies and acceptable use agreements and
 - a. Should not load any games or any other applications onto the device without authorisation by the school
 - b. Should not delete any existing software or reconfigure the device
 - c. In the event that applications are required to be download for education uses please seek permission from the school
 - d. Incidents of misuse, cyber bullying or inappropriate conduct should be reported to the school
 - e. Students should ensure their devices are password protected and not left unattended/unlocked.
 - f. Devices are for personal student use only - not for the whole family.
 - g. Devices are not to be used for online shopping or social media such as Facebook etc.
 - h. Passwords / personal details should not be shared with anyone.
 - i. The capture/use of images/video content should be subject to consent of those included within the content.
4. The device will remain managed by the school
5. Anything which has been saved onto the device will be deleted when it is returned
6. The device must under no circumstances be used for anything appropriate, inappropriate use may be reported to the police
7. Any faults with or damage to the device should be notified to the school via the child(s) class teacher. Accidental damage, such as a damaged screen or missing keys, can be repaired by the school. Repeated or deliberate damage will result in repair bills being sent home.
8. Certain profiles are applied by the school that track usage. School rules apply to the use of this device at all times, even at home

Parent / Carer Name: _____

I have read and understood the 1 to 1 device policy and agree to all guidelines stated within.

As a parent, I understand that:

- Along with my child, I am responsible for the care and security of the device.
- I am responsible for the installation of internet filtering at home, should I deem this necessary.
- If the device is abused, I am responsible for paying the repair charges of my child's device.
- I am encouraged to take active interest into the safe use of devices at home and can seek advice from my Internet Service Provider and the school.

Signed _____ Date _____

Device identification number: _____

APPENDIX 4: Teacher Guidance and FAQs

Frequently Asked Questions

Will teachers be expected to deliver lessons as if it were ‘business as usual?’

During a period of closure it would be unrealistic to expect any distance learning to attempt to replicate in its entirety the timetable, type of activities or curriculum offer that is provided which schools are able to offer in normal circumstances. Children and young people continue to have an entitlement to learning, but during this period of uncertainty, this entitlement will look a bit different from that which is usually delivered at school. The quantity and scope may vary from when it takes place in a school environment but it should provide sufficient time for purposeful learning for all children.

Will the timetable operate as normal?

The timetable may not operate as normal; children will be able to do the work for that day at a time that fits in with the needs of their family, to accommodate the working pattern of adults and take into consideration that access to internet enabled devices may need to be shared between different family members. Schools should provide suggested timetables to guide children in organising their learning, whilst making it clear that different families have different needs and so may choose to structure their child’s study at different times of day.

What kind of work should teachers be setting?

Teachers still need to provide children with direct teaching in most lessons. Direct teaching is not a synonym for live lessons. Direct teaching means explaining and modelling of concepts in order to foster understanding. This can be provided in different ways. For example, a teacher might pre-record an explanation or modelling of a concept, they might send a link to high quality explanation and modelling provided by a third party provider such as Oak Academy, or they might teach a live lesson. After the explanation and modelling, the child should then do some independent work where they practise whatever the direct teaching has explained and share this with their teacher. This will allow staff to monitor the degree of engagement with learning from children and address any misconceptions.

Whether or not the teacher has provided the direct teaching themselves, the teacher must provide brief motivational feedback on the work that has been shared. Formal, in-depth feedback should be given for longer pieces of work.

What is the expectation on parents?

Parents are not expected to routinely sit alongside their children while they are working and teach them. However, the younger the child, the more likely they are to need an adult sitting with them for at least some of the time. Parents and carers play an important role in setting expectations, ensuring children know what to do, helping children plan their day and

in encouraging, motivating and acknowledging effort. The role of the parent is similar to their role in ensuring their child does their homework under more normal circumstances. A leaflet has been produced for parents and carers and is available [here](#).

Parents also need to make sure that, depending on the age of the child, either they are communicating with their child's teacher about work completed or, if their child is old enough to do so independently, the child is following the school's instructions about how to do so. The school needs to make it very clear how work should be shared. For the youngest children this might be parents sharing a photo on Class Dojo or SeeSaw or a simple comment about enjoying a story.

Will teachers be expected to video live lessons?

Since children cannot be expected to be studying specific subjects at specific times as they may not have access to an internet enabled device at that time, teachers will not routinely be expected to video live lessons. However, the use of video live lessons, in particular for post 16 students and where classes are very small (for example in some GCSE classes) may be an appropriate strategy for some lessons as long as no child is excluded from these sessions because they do not have access to a device at that time. Teachers using live video must make sure they are fully aware of all the relevant safeguarding guidance. See [Appendix 2](#) of this Distance Learning Guidance. To support education settings an example [Google Meet Protocol](#), [set up and use guidance](#) and a [template behaviour agreement](#) are available. Support is also available through ICT Technicians, Support Assistants and [Victor Lane](#)

Will teachers be expected to have live pastoral contact with pupils?

Keeping children motivated and engaged in learning without the structures and routines of a physical school is perhaps the biggest challenge of Distance Learning. Research on motivation describes 5 main drivers of motivation: feeling successful, having regular routines, sharing social norms, feeling a sense of belonging and understanding the benefits of learning. All of these are harder to foster remotely without being able to interact in the moment. It is therefore important that all learners as a matter of routine have live contact with a familiar adult. This will usually be their class teacher or tutor and can be by phone or via online video platform. Teachers must be familiar with all the relevant safeguarding guidance before using live video.

Individual live feedback, whether and by phone call or platform such as Google Meet, can enable the adult to check in with the child, ask about their successes and any barriers they are facing and foster a sense of belonging. Live contact with groups of children enables the sharing of social norms, celebration of successes, reiteration of the benefits of learning as well as building a sense of belonging through facilitating social contact. Having a daily registration routine – which could be having a set period during which learners need to send a message or through a brief live registration period, is an additional strategy some schools

are exploring as they seek to keep children motivated and provide structure to the child's working day.

Schools are currently exploring various options with regards to live pastoral contact and currently there is no prescribed format from the Education Office. However, it is something children are entitled to receive at least weekly in one form or other.

Teachers using live video must make sure they are fully aware of all the relevant safeguarding guidance. See Appendix 2 of the Distance Learning Guidance.

To support education settings an example [Google Meet Protocol](#), [set up and use guidance](#) and a [template behaviour agreement](#) are available. Support is also available through ICT Technicians, Support Assistants and [Victor Lane](#)

Will teachers be expected to pre-record content?

The pre-recording of explanations of tasks, modelling of content and giving of group feedback using pre-recorded video should form part of the repertoire of strategies used by teachers for delivering direct teaching, alongside using online resources provided by third parties. Because there is no way during a pre-recorded lesson to use interactive engagement strategies or to gain feedback in the moment, pre-recording of explanations will typically be shorter than a teacher explanation during a lesson in school would typically be and the need to check the task undertaken by children following pre-recorded content will be important so that any misconceptions could be addressed in subsequent teaching. It would not last for the whole session. Teachers should follow safeguarding guidance when pre-recording content and make sure their language and dress is professional at all times and that high standards of articulacy are modelled.

Can teachers use online lessons provided by third parties?

The use of high-quality online learning resources as part of the repertoire of strategies for providing direct teaching is strongly encouraged as this will free up teacher time to give children feedback about their learning and engage pastorally with children. The use of BBC materials whether online or broadcast is also encouraged where these are suitable.

A list of suggested online learning resources is included in appendix one of the distance learning policy.

How much work should I be planning for my classes?

See the table below which outlines minimum expectations for different year groups.

Age group	Content
Reception and Year 1	<ul style="list-style-type: none"> • Short phonics teacher input linked to daily practice of reading, spelling and handwriting • Short maths teacher input linked to daily practice • Physical activity guidance • Signposting to at least three online or pre-recorded video lessons a week linked to other areas of the curriculum • Guidance to parents on play • Guidance on stories to read to pupils • Optional creative activities or projects
Year 2, 3 and 4	<ul style="list-style-type: none"> • Phonics and/or spelling teacher input linked to daily practice of reading, spelling and handwriting • Maths teacher input linked to daily practice • Daily maths practice of number bonds and times tables • Short writing activities at least three times per week • Physical activity guidance • Signposting to online or short pre-recorded video lessons at least three times week linked to other areas of the curriculum with associated short tasks • Daily independent reading practice for 20 minutes minimum • Guidance on stories to read to pupils • Optional creative activities or projects
Year 5 and 6	<ul style="list-style-type: none"> • Grammar and spelling teacher input linked to daily practice • Maths teacher input linked to daily practice • Daily maths practice of number bonds, times tables and division facts • Signposting to online or pre-recorded video lessons at least three times each week linked to other areas of the curriculum with associated short tasks • Short writing activities at least three times per week plus one longer task with feedback at least every two weeks • Physical activity guidance • Daily independent reading practice for 30 minutes minimum • Guidance on stories to read to pupils • Optional creative activities or projects

Year 7, 8 and 9	<p>Weekly:</p> <ul style="list-style-type: none"> English: 2 ½ - 3 hours including one longer task with feedback at least every two weeks Maths: 2 ½ - 3 hours with feedback at least every two weeks: Science: 1½ - 2 hours including one longer task with feedback at least every two weeks Each other subject: 1 hour a week per subject with feedback at least every two weeks Work in all subjects should include direct teaching provided via online, pre-recorded or live video lessons with associated tasks for most lessons Optional creative activities, projects and wider subject reading <p>Daily:</p> <ul style="list-style-type: none"> Physical activity: 30 mins - 1 hour per day Independent reading for 30 minutes minimum
Year 10 and 11	<p>Weekly:</p> <ul style="list-style-type: none"> English: 3 hours including one longer task with feedback at least every two weeks: Maths: 3 hours including with feedback at least every two weeks: Science 3 hours including 1 longer task with feedback at least every two weeks: Option subjects: Two hours a week per subject with feedback at least every two weeks Work in all subjects should include direct teaching provided via online, pre-recorded or live video lessons with associated tasks for most lessons Optional creative activities, projects and wider subject reading <p>Daily</p> <ul style="list-style-type: none"> Physical activity: 30 mins - 1 hour per day Independent reading for 30 minutes minimum

Year 12 and 13	<p>Weekly</p> <ul style="list-style-type: none"> • A Levels: 5-6 hours per subject, with feedback at least once per week per subject • IB: 3-4 hours per subject, with feedback at least once per week per subject • Optional creative activities and projects <p>Daily</p> <ul style="list-style-type: none"> • Physical activity 30 mins - 1 hour per day • Independent reading around subjects for 30 minutes minimum
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The learning environment at the College of Further Education is different and young people are more used to blended models of learning. For clarity, the following should apply:

Student	Activity
Full time	<ul style="list-style-type: none"> • Use internal communication portal GCFEConnect to keep up to date with activities across the College and touch base with tutors • Check emails and/or Google classroom daily • Attend online lectures/discussion groups or complete online activities or assessments at the times suggested by your tutor • Check in with tutor at the designated times • Take a break and get some exercise • Contact Learning support team if you have worries
Apprentices	<ul style="list-style-type: none"> • To check emails from tutors and use GCFEConnect and information on the College website • Attend online lectures/discussion groups or complete online activities or assessment submissions at the times suggested by your tutor • Check in with tutor at the designated times • Take a break and get some exercise • Contact Learning support team if you have worries
14-16 students	<ul style="list-style-type: none"> • To check emails from tutors and use GCFEConnect and information on the College website • Attend online lectures/discussion groups or complete online activities or assessment submissions at the times suggested by your tutor • Check in with tutor at the designated times
Mature students	<ul style="list-style-type: none"> • To check emails from tutors and information on the College website

	<ul style="list-style-type: none"> • Attend online lecturers/ discussion groups or complete online activities or assessment submissions at the times suggested by your tutor • Check in with tutor at the designated times
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Can schools provide more work than this baseline?

It is preferable if schools start off with this baseline offer, building on that when, and only when, it is clear that this baseline proves workable. Once schools are confident that staff and children are coping with this baseline offer, they may provide more than this but should make it very clear to children, young people and parents which elements **MUST** be done and which they could do, should they wish.

What about children with SEND, including those in SEND provision?

It is recognised that following such a prescriptive approach for children and young people with SEND may not be appropriate. Teachers in these circumstances should plan the delivery of a more bespoke offer for children and young people which nevertheless will focus upon extending and consolidating learning.

With exams cancelled, what is the point of providing work for students in years 11 & 13?

Whatever the age of the children and young people we teach, our duty, whether schools are open or closed, is to

- provide a structured routine
- enable the achievement of purposeful goals
- sustain positive relationships
- foster a sense of belonging
- show that our children and young people matter and are valued by the wider community
- show that the wider community matters and is of value to our children and young people.

The job of schools is not chiefly or mainly to prepare children and young people for exams. It is to teach our children and young people about meaning: about what it means to be human. To be human is to explore and ask questions about why things are as they are and to listen to answers to those questions others have given before us, whether that is through the arts, scientific reasoning, mathematical thinking or physical endeavour. Engaging in learning about the wider world fosters a sense of sharing in our common humanity and is strongly protective of mental health and well-being.

Isn't it more important to promote children's mental health and well-being at this difficult time than worry about learning?

Structure, routines and the sustaining of relationships are important elements in maintaining mental health and well-being and the sudden withdrawal of school from children and young people's lives will have been challenging for many. It is important that students are provided with structured learning and purposeful, achievable goals, albeit within a structure that is flexible and adaptable to different students' circumstances. The Education Psychology Service has produced separate guidance for teachers and for parents which is being updated and will be available on the portal in due course.

Will work be compulsory for children?

Engagement with provided activities is mandatory. Unless learners are ill, there are pressing family circumstances or a child or young person has particular social and emotional challenges, it is the expectation that parents and carers of learners on roll at States' schools ensure that their children are engaging with the core programme of learning provided by school during term time.

What about the children of essential workers attending school?

These learners will be following the same distance learning programme as their peers at home, with the school-based adults supporting them in the same way parents at home are supporting their own children and young people.

What do you mean by engagement?

It is expected that children do most of the work that teachers provide through the baseline offer each week, if they are well enough to do so.

How will schools track this engagement?

Please see the section on attendance included in [Appendix 5](#).

What will happen if children do not engage with learning?

Where a school is aware that a learner is not engaging with the work set, the first concern should be well-being. In these circumstances it is expected that teachers will adopt an approach which encourages children and young people to engage with the activities set. Teachers will be engaging with learners on a weekly basis and should this approach not improve engagement levels then it is expected teachers will make a supportive phone call to the parents to explore whether there are barriers to participating in learning and together try and find solutions to address these. Where this does not result in improved engagement, the matter should be escalated to senior leader or head of year. If the problems continue, referral should be made to the Schools Attendance Service who will try to support the family in finding solutions. Where possible school phones will be used to make phone calls,

where this is not possible guidance will be provided on how to withhold phone numbers when making calls and any associated expenses will be reimbursed.

What about if a child is ill?

In the same way that children who are ill do not have to attend school under normal circumstances, children do not have to engage with distance learning when they are ill. Parents and carers will need to let schools know that their child is ill in the usual way.

What about if a family is facing challenging circumstances such as critical illness of a family member?

In the same way that there are occasions when children can be exempt from school for a short period under normal circumstances, children do not have to engage with distance learning if the family is facing challenging circumstances. Parents and carers will need to discuss this with their school in the normal way.

What are the expectations with regards to providing feedback?

The provision of feedback during school closure is necessary but particularly challenging. It is likely to take a considerable amount of time, and is one reason why schools should not expect teachers to be delivering a timetable which can be entirely equitable to that delivered if schools were open as normal.

Given the particular challenges that keeping learners motivated will provide, the most important form of feedback teachers can give at this time is recognition of effort. Schools should use their online learning tools to enable children and young people to share work they have done or register their presence and respond with encouragement. Learners will need to understand teachers know they are completing or not completing the work they are being set, or if there are valid reasons, such as illness, why they are not able to do so. Children and young people also need teachers to encourage and celebrate their efforts. Tracking which learners are and are not doing work will be the priority for feedback and for younger pupils, will be all that is necessary.

For learners from Year 5 onwards, more developmental feedback for some tasks will also be important. This can take place via the shared editing of Google docs, through email, message, phone call or by pre-recorded lessons that use learners' work to model 'what a good one looks like' or address misconceptions. Group email and feedback, where a detailed comment on work submitted, is shared with a group of learners and encourages them to self-assess against what was done well and what needed development has been shown to be effective at KS2 and above. Face-to-face online sessions might work in some situations too. Where they do take place, they need to be conducted with all appropriate safeguarding guidelines in mind and should be delivered to account for digital inclusion and equality of access.

How should I communicate with students?

Individual schools each have their own platforms and will be outlining their own policies about this. One of the most significant barriers to successful learning is lack of clarity about what is expected. Learners, parents and carers need to know exactly which activities must be done and which are optional suggestions. Materials and activities should also be accessed in a consistent way. Structure and consistency in respect of how learning is shared with learners and their families is also key. The time, day and platform used for sharing learning must be communicated with the utmost clarity. It should not be the case that pupils get information from one teacher via email, another via google classroom and another via yet another system.

The class teacher/tutor will be the key point of contact between home and school. They will understand the most appropriate way of contacting learners to check on their progress and welfare as necessary, and in particular where there are concerns about engagement. Where a telephone call is considered to be the best method of contact, it is perfectly acceptable for the teacher/tutor to speak with the learner in the presence of the parent/carer if all parties are in agreement. Students and parents will be likely to contact staff via email and this is to be encouraged as a means of dealing with queries and concerns as they arise.

More vulnerable learners will be monitored by the Inclusion Team. Separate contact arrangements are in place for the parents of these children as they will require more frequent calls and closer monitoring.

Staff should make sure they are aware of the relevant IT policies to protect themselves and should **not** communicate with students or parents via live chat text message facilities such as Skype or Google Hangout.

Should you have any questions or concerns in respect of workload and making contact with learners, please discuss with your line manager or Headteacher.

What about optional enrichment activities?

It is important that families are not overwhelmed by well-meaning attempts to share lots of additional suggestions of optional activities. Schools should provide information about optional/additional learning activities in the same measured way that core learning is shared: in a predictable and routine way.

What about children who do not have access to an internet enabled device?

Where learners do not have access to an appropriate device at home schools should make a Chromebook or iPad available from their allocation. If a school does not have any or does not have suitable devices or does not have sufficient numbers to meet requirements these can be provided by arrangement with another school where there are spares available. Where

devices are being loaned, parents/carers must agree to the loan, a sample loan/acceptable use agreement is available for use by schools. A sample agreement is available on page 38 of the [Distance Learning offer guidance](#).

What about children who do not have access to WiFi?

Where a learner is not able to access WiFi from home, agreement is in place with telecoms providers to support this under certain circumstances. Headteachers should liaise through The Education Office to discuss requirements including the numbers of learners for whom this service needs to be provided. If access to the internet cannot be provided at home then alternative provision must be made to ensure the learner has access to an equivalent educational experience.

What happens if I am sick?

Should you become ill, you should contact your school in the same way you would were schools open. You are not expected to work whilst you are ill.

What happens if someone in my family is ill?

Should a family member become ill and this impacts on your ability to work, you should contact your school in the usual way to discuss this.

Can I use my personal phone to contact students and parents/carers?

There is no expectation that staff will use personal phones however should they wish to staff are permitted to use their personal phones (mobiles or landlines) to contact parents. When doing this it is important to ensure that user ID is blocked to avoid parents having access to personal contact details. Please follow guidance below to do this.

From a Guernsey landline (Sure or JT), add 141 before the number.

From a mobile its #31# followed by the number or from your handset settings.

For example on an iPhone it's Settings > Phone > Show my caller ID, for different types of mobiles you would need to check in your settings on your handsets.

Should staff incur personal expense in using their own phone this can be reimbursed through an expenses claim via SAP. Reasonable proof may be required (e.g. a call log and tariff list).

Any staff who are uncomfortable about using their personal phones should contact the Headteacher or Deputy Headteacher so an alternative can be arranged.

Where there is internet access and an internet enabled device available, staff can use Google Meet to keep in touch with students and parents/carers. Should staff prefer to use audio only, audio calling (i.e. Google Meet with the video switched off) enables them to do this.

Can I use Google Meet (or other video call) to support a student?

Where individual support is required appropriate consent should be in place from the learner's parent/carer. The member of staff must be aware of and follow school policy. A secure video calling platform, such as Google Meet, should be used in line with guidance provided on [virtual meetings](#). If you are considering using this type of communication tool you may find the following guidance from the CDI useful: [Virtual Guidance Interviews Online - Ethics and Safe Practice](#)

To support education settings an example [Google Meet Protocol](#), [set up and use guidance](#) and a [template behaviour agreement](#) are available. Support is also available through ICT Technicians, Support Assistants and [Victor Lane](#)

APPENDIX 5: Attendance

This section provides advice on how attendance should be coded during the period of school closure. Please note there are daily and weekly instructions.

Daily

Registers have been marked centrally with the code B (Educated Off Site) for this week
For children who attend school in person amend mark at the AM and PM session to a Present mark / \

If you are advised by a Parent/Carer that their child is ill or unable to access their learning at home then the B mark should be changed to an M (Medical)

This will give a picture of :-

- a) *Learners accessing education in school* (/ or \)
- b) *Learners accessing education at home* (B)
- c) *Learners unable to access education due to illness* (M)

Data will be collected from schools via Sims on a daily basis

Change Mark via

Focus / Attendance or Lesson Monitor / Edit Marks

Change Group Type

Click Search and select group

Click Preserve so it changes to Overwrite

Click in cell for each pupil/student and session and enter either \ or / OR an M if you have been advised of this

Click Save

Run Register for session via

Reports / Attendance or Lesson Monitor / Selected Pupil or Student Reports / Students with Chosen Code Report

Change From and to dates to today's date by clicking on the calendar next to the date cells

Group Type remains as 'Whole School'

Codes - For the AM session select / OR PM session \

Click Search

Double click on Whole School Selected

Click OK

- Only children who physically present in School should have a Present mark, all other students will remain as a B or have an M marked if you have been advised they are unable to partake in learning.
- Please ensure that all children are marked in by 9a.m. and again by 1.30p.m. If no children are in school for the session please email Eloise.willis@gov.gg to advise.
- B, M or / \ (Present) ARE THE ONLY CODES TO USE ON THE SIMS REGISTER DURING THIS PERIOD.

Weekly

ADDITIONAL INFORMATION TO BE RECORDED ON/BY FRIDAY MORNING

This will be available in your school a.s.a.p.

Focus / Assessment / Marksheet Entry

Enter the word week in the Template Name and click Search

Open marksheet Weekly Engagement in Education

Students	Engaged with Pupil/Family Summer 'wk 02	Safeguarding Issue? 'wk 2 Summer 'wk 02	School Comment 'wk 2 Summer 'wk 02	Consult with SAS? 'wk 2 Summer 'wk 02	SAS Comment 'wk 2 Summer 'wk 02

You will see following column headings:

Engaged with Pupil/Family? - Enter N if no engagement

Safeguarding Issue? - Enter Y if you are concerned

School Comment - Any explanation to be shared

Consult with SAS? - Enter Y if you require a consultation with your SAO

SAS Comment - For SAO to add comment if followed up

This information along with your attendance data will be collected and collated on Friday afternoon. Should you have any problems completing this please contact

Eloise.willis@gov.gg by email or on 07839 121515.