



St. Paul's Catholic School Remote Learning Policy

Purpose

The purpose of this policy is to outline the approach to remote learning in the case of students isolating or the school having to partially or fully close. We want to:

- ensure students' safety whilst studying remotely
- make certain that the content assigned to students whilst working remotely is of a high quality and engaging
- let students know what to expect should they have to engage in distance learning

In the DfE's guidance for full school reopening they state that schools should be able to provide students with immediate access to distance learning should they need it. As such, it is important that we implement a remote learning policy so all teachers, students and parents are aware of what to expect should remote learning occur.

Distance learning will need to be implemented in the event of: (see appendix 2)

- a local lockdown being enforced
- if the pupil has tested positive for coronavirus
- if the student is having to self-isolate due to having come into contact with someone who has the virus, if they're awaiting results, a member of their household is having to self-isolate or if they are displaying symptoms of coronavirus

Guidance from the DfE published in July 2020 outlines the expectation that all students who are working from home for any reason related to Covid-19 who are well enough to do so should be provided with work which is mapped to the in school curriculum. The guidance document outlines the expectation that the number of hours learning provided should be equal to the in-school deliver hours of the curriculum

The DfE guidance document states:

'Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home.

Delivery (see Appendix 1)

The DfE has outlined the following key principles for curriculum planning:

- education is not optional: all students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all students continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate students remotely, where this is needed.

When teaching students remotely, we will:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

We will consider these expectations in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid an over-reliance on long-term projects or internet research activities.'

For students at St Paul's the delivery of distance learning will be via Google Classroom, SatchelOne (formally SMH), MS Teams and any other subject specific platform in normal daily use for which students will have a log in. Staff may also use YouTube to create and share teaching videos- **See Appendix 4.**

Students who are isolating at home will receive the same curriculum content as their peers in class, lessons will be sequenced as normal. In the event of full school closure, the majority of a students' timetabled lessons will be delivered live as per the timetable. This may in the form of a taught lesson where the teacher is present on the screen or via a voiceover PowerPoint with teaching followed by activities. Lessons will also be recorded for students who cannot access the lesson at the timetabled time.

Completed work that is submitted online will be marked and feedback provided on work every 3 weeks. Feedback will be via Google Classroom, SatchelOne or school email. Teachers may also use writepads to annotate work to return to students.

For students who have to learn from home, digital textbooks are available and resources will be uploaded onto the platforms. Students will be given their exercise books to take home. The school has identified students who have not got a laptop at home and in the case of isolation or closure, these students in Years 10 and 11 will be loaned a laptop. A dongle will be provided should this be required. There are a small number of additional laptops for students in Years 7-9 and Sixth Form who may need them.

Mapping school/subject existing curriculum plans against the 2020-21 Oak National Academy objectives and resources is encouraged. This means students who cannot attend school can quickly access nationally produced resources which are mapped to their own curriculum. This should help to

reduce workload for teaching staff. Oak National Academy are developing options for lessons to be assigned to students on-line across a range of platforms, including Google Classroom and MS teams. Resources can also be printed and held as paper copies. Curriculum maps are published annually on school websites already and including online learning links will support a quick transition to remote or blended learning. <https://www.thenational.academy/2020-21-oak-curriculum>

Key Principles: St Paul's approach

- Responsibility for blended/remote learning is identified within the school leadership structure.
- A member of staff is assigned to the blended/remote learning network
- The in-school face to face learning offer is mapped against the planned on-line/remote offer.
- School leaders including Heads of Department have evaluated the most appropriate on-line learning platforms and will ensure that access to and quality assurance of remote/blended learning via online platforms is part of the overall school approach to quality assurance.
- School leaders have considered what steps will be taken to limit widening of educational gaps between those who are learning in-school and those who are accessing remote learning.
- Leaders and teachers have considered how students can access remote learning resources and how they will receive feedback which is both on and off-line.
- When considering the three stages of school access, fully open/ partially open/ closed (see appendix 2) staff workload has been considered by leaders and steps have been taken to reduce any burden derived from the different stage of school access. This includes not asking teaching staff to produce additional and 'new' resources when they are predominately delivering face-to-face learning in the classroom.
- Our curriculum is published on our school website. Blended learning is highlighted on curriculum maps
- Oak National Academy is used alongside other delivery options, including live-teaching, recorded sessions and school developed resources
- When allocating resources, we have considered the needs of SEND learners. SENCOs and TA's support teachers and other staff to ensure work set is appropriate.
- RE use their existing curriculum maps which follow the CES Curriculum Directory
- In our monitoring of engagement with and completion of remote learning, school leaders will pay particular attention to any widening learning gaps. We will proactively look at strategies to help address learning gaps, particularly for students who are disadvantaged, SEND and vulnerable students.

Working with Home

- We will circulate information to parents which will help to build familiarity and confidence with on-line and remote learning options as part of our normal partnership with home. Parents will receive information about on-line and remote learning offers and how these can be accessed easily.
- The remote learning email address will be shared with parents should they need to get help or advice with the work set or technology relating to remote learning.

Improving the Learning Experience

- Work set will be appropriate to age, stage and context.
- Students will be informed about outline expectations around remote and blended learning.
- Students will receive support and guidance about what helps them to learn most effectively when they are accessing blended/remote learning.

- There will be opportunities for students to speak about and identify barriers they have faced when accessing blended/ remote learning (for example, sharing devices) and where to go for help.

In developing contingency plans, we will

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching students remotely, we will:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

We will consider these expectations in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.

Communication

Students are instructed on how they can communicate with their teachers if they are learning from home and need additional support. The school email system is the most effective way to do this. Students will not be able to message teachers via platforms although they may communicate via the chat bar during a lesson. Student's understanding will be measured through questioning in live lessons, work submitted and the use of quizzes on online platforms.

SEND students

SEND students who are isolating and/or working from home and who would normally have TA support will continue to do so. TA's who would normally be working with a child in school will email the child

and parent in order to establish what assistance may be required. TA's will liaise with subject staff in order to offer advice and may assist in adapting resources in order to assist with accessibility. TA's will assist supported students on their return in order to bridge any gaps in learning that have resulted. Parents of SEND students will continue to have contact with the school SENCo where needed, via email or telephone.

EAL Students

Students with English as an Additional language who receive additional support from the EAL coordinator will continue to do so. Where students have EAL lessons on their timetables, they will receive these remotely through Google Classroom. The EAL coordinator will liaise with subject teachers to ensure that work issued to these students is appropriate and achievable. Regular contact with the students and their parents will be made by telephone and email to ensure that they are managing their remote learning successfully. On return to school, the EAL coordinator will work with students to identify any gaps in learning which may have resulted from the period away from school.

Online rules and Safeguarding

- Only communicate with the teacher online through the school email or the chat bar in the lesson
- Students and teachers will only be able to contact one another between 8:30am and 3:30pm.
- Students should use appropriate language at all times and remain polite
- Registers will be taken each lesson to ensure attendance remains high. (See appendix 3)
- Students who are not engaging will be contacted and parents informed
- 1 to 1 sessions should not happen, group classes only
- Cameras should be switched off
- The Lesson should be recorded, and be shared with students not able to attend. Students will be informed of this in advance. This also means the staff member will have a record of the date and duration of the lesson
- Lessons should not exceed the normal duration of 1 hour
- Language will always be professional and appropriate
- Staff will only use agreed platforms to deliver the class (SMH, Teams, Google Classroom)

Points of contact

Please use the following email address to send us any queries about remote learning. One of the staff monitoring this email will get back to you

General remote learning issues: remotelarning@st-pauls.leicester.sch.uk

Appendix 1

Pre recorded & live video lessons

Choose to either pre-record a lesson for students or provide them with a link for a video stream and deliver the material in real time.

There is an abundance of tools that can make this process quick and easy:

ScreenCastify - <https://www.screencastify.com/> If you want to record a separate screen recording, use ScreenCastify, a free online screen recorder that's super easy to use and that you can add to Chrome. (5 minute limit)

Loom- <https://www.loom.com/> Amongst other things Loom's screen recording software lets you record your screen and instantly share your video with a link without taking up any of your computer space. (45 minute limit)

Clipchamp- <https://clipchamp.com/en/> If you're choosing to record your lessons to reuse you might want to use Clipchamp to edit your videos to make them shorter or cut out any pauses.

SMH Timetables- see video tutorial: <https://www.satchelone.com/timetable> You can attach links to specific lessons - this means that when a student comes to view their timetables, they know exactly which link to use for each lesson! Satchel One works with Microsoft Teams for live video, but you can pre-record and attach video files to Show My Homework tasks too.

Resources

<https://www.satchelone.com/community-resources/tasks>

Full details <https://blog.teamsatchel.com/hubfs/distance-learning/distance-learning-strategy-toolkit.pdf>

Appendix 2

Scenario Overview

<u>School Fully Open</u>	<ul style="list-style-type: none">• For the majority of students, the main form of education will be face-to-face teaching in the classroom.• If a child/ group of students has to work remotely from home and is well enough to do so, they should be assigned work which matches the curriculum in-school and their engagement and completion of work should be monitored.• Unless whole class bubbles are closed, staff will not deliver additional live teaching on-line because the main form of delivery for the majority of students will be face-to-face delivery.• Those students who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload schools should map their existing curriculum to those offered via resources such as 'Oak National Academy'.• Teachers should consider how students will receive resources allocated without the supportive discursive atmosphere of the classroom and teacher exposition. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning.• Existing or nationally produced resources should be used or adapted, rather than additional resources being produced. SEND needs should be considered if relevant when assigning work.• Resources for remote learning can be either online or paper based.• The learning of those working at home must be monitored. This could take a range of the forms, as appropriate to age and setting. However, the outcome of monitoring should be recorded centrally within the school and reviewed by school leaders.• Feedback to students working remotely should be in-line with the feedback given to those students in the classroom.
<u>School Partially Open</u>	<ul style="list-style-type: none">• Depending on year group and specific reasons why the school is partially open, learning for many students is likely to be remote.• If a child/ group of students has to work from remotely from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored.• Where whole 'bubbles' (year group/ class) are accessing learning remotely the option to deliver 'live teaching' for part of the curriculum time is encouraged. There are a range of platforms which support on-line live teaching. Collaboration and sharing of expertise around the use of these platforms

	<p>should form part of whole school approaches to professional development.</p> <ul style="list-style-type: none"> • Those students who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload schools should map their existing curriculum to those offered via resources such as 'Oak National Academy'. • Teachers should consider how students will receive resources allocated without the supportive discursive atmosphere of the classroom and teacher exposition. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning. • Existing or nationally produced resources should be used or adapted where appropriate. SEND needs should be considered if relevant when assigning work. • Resources for remote learning can be either online or paper based. • The learning of those working at home must be monitored. This could take a range of the forms, as appropriate to age and setting. However, the outcome of monitoring should be recorded centrally within the school and reviewed by school leaders. • Feedback to students working remotely should be in-line with the feedback given to those students in the classroom.
<p><u>School Closed</u></p>	<ul style="list-style-type: none"> • Learning for the majority of students will be remote. Vulnerable students and students whose parents/guardians are key workers are likely to continue to attend school premises. • If a child/ group of students has to work from remotely from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored. • Pre-prepared resources via sites such as Oak National Academy should be mapped to the main school curriculum. The option to deliver live teaching' for part of the curriculum time is encouraged. There are a range of platforms which support on-line live teaching. Collaboration and sharing of expertise around the use of these platforms should form part of whole school approaches to professional development. The www.LCTSA.org will also offer opportunities for collaboration and training. • Those students who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload schools should map their existing curriculum to those offered via resources such as 'Oak National Academy'. • Teachers should consider how students will receive resources allocated without the supportive discursive atmosphere of the

	<p>classroom and teacher exposition. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning.</p> <ul style="list-style-type: none">• Existing or nationally produced resources should be used or adapted where appropriate. SEND needs should be considered if relevant when assigning work.• Resources for remote learning can be either online or paper based.• The learning of those working at home must be monitored. This could take a range of the forms, as appropriate to age and setting. However, the outcome of monitoring should be recorded centrally within the school and reviewed by school leaders.• Feedback to students working remotely should be in-line with the feedback given to those students in the classroom.
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This policy was written in conjunction with the CMAT Guidance on Remote learning

Written: November 2020

Review date: November 2021

Tier 2 plan

1. Overview DFE

In the event an area moves to tier 2 intervention mainstream secondary schools (including sixth forms), as well as secondary year groups in middle/upper schools, all-through schools and boarding schools, should operate a rota system. Full-time on-site provision should remain available for all vulnerable children and young people, who are expected to attend full-time, and for the children of critical workers who require this.

Tier 2 will only be adopted where it is necessary and safe to do so, and is primarily a means of reducing risks for the wider community even further by limiting contacts and breaking transmission chains in secondary schools.

The reason for adopting a rota system for secondary year groups only is based on clear public health advice about the transmission risks posed by different age groups. There is evidence that primary schools and younger children play a limited role in transmission. Older children in secondary age groups are generally more likely to have a higher number of contacts outside school and pose a greater transmission risk than younger children, both within schools and to the wider community.

In a tier 2 scenario, limiting overall numbers on-site will help to reduce the number of contacts young people have during a typical school day, and using a rota system is likely to enable secondary schools and other mainstream schools with secondary year groups to implement their existing protective measures even more effectively. For example, whilst we do not expect group sizes themselves to be smaller, having fewer groups within a school is likely to reduce the chance of 'bubbles' mixing during the school day. Most importantly, a rota system serves to break transmission chains, by allowing enough time at home for symptoms to present and pupils to self-isolate and avoid spreading the virus to others at the school. This is an important way to reduce the risk to pupils, families and the workforce, both in these settings and in the local area.

Children of critical workers and vulnerable children and young people will be expected to attend school full-time at all tiers of restriction. We would expect therefore to allow the bubble children to attend their lessons when their year group is in school and then stay in their key worker/vulnerable bubble on the alternate week accessing lessons on laptops with headphones

2. Rota system at St Paul's

We will operate a one week in and one week out system.

Week 1: 5 Bubbles -Years 7, 10, 11 and 13 plus KW/V

Week 2: 4 Bubbles- Years 8, 9, 12 plus KW/V

Vulnerable students and Key worker students will attend full time. They will join their year group lessons when they are in and stay in the key worker/vulnerable bubble on the alternate week accessing online learning like the rest of their year group.

We will continue with our Zones and P4 will remain the same as it is with it being split into 3 lunchtimes.

LUNCH 1 12.20-12.55pm	LUNCH 2 12.55-1.30pm	LUNCH 3 1.30-2.05pm
Year 11*	Year 10*	Year 13*
Year 12 **	KW/V */**	Year 7 *
	Year 8**	Year 9 **

* = week 1 **=week 2

3. Teaching

Staff will attend school as normal and teach lessons as per their timetable either face to face or remotely. Normal health and safety and risk assessment protocols currently in place will continue. Different rota groups can use the same classrooms and facilities therefore we will resume experiments and practical lessons for all year groups. Frequently touched surfaces should be cleaned between use by different rota groups in addition to enhanced cleaning arrangements already in place. Shared resources should also be cleaned frequently but please note, for non-plastics, 48 hours is sufficient time to leave between use by different groups

4. Remote education-see policy for full details

When teaching pupils remotely as part of a rota system, staff should consider what material is most appropriate for on-site and remote education.

When considering remote education, staff should :

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching pupils would receive in school
- use agreed and established platforms such as MS Teams, Google classroom, SMH as well as other websites such as Maths Watch, Memorise, Quizlet etc
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and set a clear expectation on how regularly work will be checked and feedback provided
- adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- pastoral staff to ensure contact is regular and concerns raised with the HOY/DSL
- use of praise letters, points and postcards should continue
- assemblies and other year group contact can continue

Appendix 3

Students will type their name in the Google Meet chat bar. After the record button has been pressed, the text from the chat bar (with the user name) will also be saved. It appears in the teacher's 'Meet Recordings' Google Drive folder as a separate text file which has the same name as the video recording.

For tracking attendance on Teams see this video <https://www.bing.com/videos/search?q=how+to+record+attendance+using+ms+teams&&view=detail&mid=18D9AA1992047DAFA89118D9AA1992047DAFA891&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2Bto%2Brecord%2Battendance%2Busing%2Bms%2Bteams%26qpvt%3Dhow%2Bto%2Brecord%2Battendance%2Busing%2Bms%2Bteams%26FORM%3DVDRE>

Appendix 4 From The Key

Remote teaching: how to get it right each time

For every lesson you need to deliver remotely, use this checklist and the top tips below to translate the essentials of good classroom practice into good remote delivery.

ASK YOURSELF...	
ESSENTIAL INGREDIENTS TO TRANSLATE FOR REMOTE DELIVERY	
Me, the teacher	<ul style="list-style-type: none">➤ What technology/tools do I need to use? Am I confident in how to use them?➤ How will I interact with students during and/or outside of the lesson?
Classroom routines	<ul style="list-style-type: none">➤ Which classroom routines will still work remotely?➤ Which classroom routines do I need to adapt? Have I done so?➤ Are students aware of these routines?
Feedback	<ul style="list-style-type: none">➤ How will I give students feedback on their work?➤ Do students know what to expect and when?
Formative assessment	<ul style="list-style-type: none">➤ How will I check students' understanding during/after the lesson?
PUPIL COLLABORATION	
	<ul style="list-style-type: none">➤ Are there opportunities for students to work together on tasks?➤ How could I facilitate discussion among the whole class or in groups?➤ How could I facilitate peer review/marking?
SUPPORTING STUDENTS TO WORK INDEPENDENTLY	
	<ul style="list-style-type: none">➤ Have I set clear and achievable deadlines?➤ Do students know roughly how long they should take to complete their tasks?➤ Have I chunked learning into manageable tasks? (Expecting students to concentrate for no more than their age plus 1 minute on any one task)➤ Have I built in time to scaffold tasks?➤ Have I provided tools to help students work alone? (For example, a reviewing checklist or prompt board)➤ Could I build in tasks that don't rely on using a screen? (To help reduce screen time and accommodate students who have to share technology with siblings)

PUPIL RESOURCES	
	<ul style="list-style-type: none"> > Are my instructions as simple and clear as possible? > Are the resources easy to read? (Not too much text on each page/slide) > Have I used mobile-friendly file formats? Have I tested the resources on my phone?
PUPIL PERSPECTIVE	
	<ul style="list-style-type: none"> > Is it clear how to access the lesson and find any resources? > Have I looked at the lesson from a pupil perspective? > Do I understand what to do? > Do I feel challenged and motivated?

Before live streaming or pre-recording a lesson...

GET YOUR TECH AND SPACE RIGHT	BE READY TO DELIVER
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Test your mic and camera 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Close all confidential or irrelevant tabs on your laptop/computer
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Check the settings are as you want them 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Have all relevant resources ready to share
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Check the video is set to grid view (if applicable) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Have notes on what content you need to deliver, but don't script every single thing you'll say
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Check the waiting room is enabled (if applicable) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Talk for no more than 10 to 15 minutes in total (depending on students' age and your own judgement)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sit facing your light source, if possible. And be in a quiet spot, if you can 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use pauses – just as you would in lessons, so students can digest new information
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Make sure the camera is at eye level. Look directly at it when speaking 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Remember – personality, not perfection! Little mistakes don't matter

STAFF GUIDE

How to make a home learning video on YouTube

Follow this guidance to create and upload a safe and effective video.

How to make a video

- The easiest way is probably to use the 'video' function on your smartphone. If your laptop, computer or tablet has a webcam, you can also use this (using the Camera app on Windows or Photo Booth app on a Mac)
 - YouTube supports almost all video file formats, but not audio. As long as your video is saved as one of [these](#), you're good to go
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How to upload your video to YouTube

You have 2 options:

1. Download the YouTube app (from the [App Store](#) for iPhones and iPads, or [Google Play](#) for Android devices), or
2. Use the [YouTube](#) website

Follow the steps below. These are for the YouTube website, but they're similar for the app.

Safeguarding note: read the **steps in bold**, even if you know how to do the rest.

- [Create a Google account](#) or [sign in](#) to your current one (this automatically sets you up with a YouTube account)
- Go to [YouTube](#)
- Click the '📺' icon in the top-right corner, then click 'Upload video'
- You'll be asked to create a YouTube channel. Name it after your class or year group, or use your teacher name (e.g. 'MsWilsonYear4')
- Fill out the short form that appears, or choose to come back to it later
- Click 'UPLOAD VIDEO' at the centre of your screen
- Drag and drop the video file you want to upload, or click 'SELECT FILE' and navigate to the video file on your computer
- Give the video a title (e.g. 'Maths lesson fractions 27.3.20') and a description (optional)
- **Important: under 'Audience', click 'Yes, it's made for kids' – this means that adverts won't appear at the start of the video, and comments will be disabled**
- Click 'Next' for the step 'Video elements' (the default settings for this are fine)
- **Important: when you get to the 'Visibility' step, click 'Unlisted' – so that only people who have the link (e.g. parents who you've emailed) will be able to see the video**
- Click 'Save', and your video is uploaded
- Copy and paste the link for your uploaded video (the URL) to send to parents or share with the staff member who will send it out for you

Safeguarding issues to be aware of

- Make sure you've told YouTube that your video is **'made for kids' (first step in bold above)** so that adverts won't appear at the start and comments will be disabled

- Make sure your video is '**Unlisted**' (**second step in bold above**) so that only people who have the link (e.g. parents who you've emailed) can see it
- Of course, keep things **appropriate** and **professional**, just as you would in school:
 - Wear appropriate clothing
 - Use appropriate language
 - Keep family/household members out of shot where possible
 - Shoot the video against a **neutral/child-friendly** background where possible

You might not have much space at home to make a video, or may be caring for young students while doing so, so these last 2 points might not always be possible.

What makes a good video?

It doesn't have to be perfect, and it doesn't need to look or sound professional. The most important thing is that you maintain a meaningful connection with your students.

Think of it as a video call with your class, even though you can't see them.

Have a go, using the pointers below to guide you:

- **Keep it short:** around 5 minutes or under. Unlike in the classroom, you can't see when students are getting bored, so try to tell them everything they need to know before losing their attention
- **Make sure your head, shoulders and any props** (e.g. a book or white board) **are in shot and well-lit:** overhead lighting or shooting near a window should help with this
- **Clear instruction is key:** if teaching or explaining an activity, be clear and specific, even more so than when you're teaching in the classroom. Remember: students won't be able to ask questions and you won't be able to spot if someone doesn't understand
- **Try to avoid repetition:** unlike in a real lesson, students **will** be able to rewind the video or watch it again if they need to, so you only need to say each instruction once
- **Use resources students are likely to have at home:** model using things your students are likely to have access to (e.g. pasta instead of Numicon)
- **Be yourself:** students will be happy to see your face, hear your voice and feel like you're talking to them on a normal day. Try not to worry about your headteacher or parents watching this video. Imagine you're speaking to your class and nobody else

Examples for inspiration

- **Charles Dickens Primary School** has a '[Virtual school](#)' on its website where teachers upload a daily "good morning" video message for their class, and some teaching videos
 - **Mayflower Community Academy** sends out links to teachers' YouTube videos in a daily newsletter for parents. You can sign up to receive it [here](#) (the school is very happy for you to do so)
 - **LEO Academy Trust** has [distance learning websites](#) for each of its schools, which contain teaching input videos for all lessons
 - **Wyndham Primary Academy's year 1 team** uploads videos throughout the day to [its own YouTube channel](#). Teachers record a phonics, maths and story time video each day
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Reading stories? Check copyright, but many publishers have relaxed their rules

Usually, this type of 'broadcasting' comes with restrictive copyright terms. However, the following publishers have temporarily changed their copyright policies to allow teachers to post videos of themselves reading books aloud for their students during school closure due to the coronavirus outbreak:

- J.K. Rowling (The Harry Potter series)
- Simon & Schuster
- HarperCollins Students's Books
- Macmillan
- Little, Brown Books for Young Readers
- Penguin Random House
- Scholastic
- Chronicle Kids

Check the publisher's terms before recording yourself reading a book.

In most cases, there are still some terms you need to adhere to. For example, most of these publishers expect you to say at the start of the video that you're reading the book with their permission. You may also be expected to delete your video, or make it unavailable, after the end of the summer term.

Check the full guidelines [here](#) (publishers) and [here](#) (J.K. Rowling), and make sure you comply.

Sources:

- Thanks to all the schools and trusts mentioned in this guide for allowing The Key to share their videos and advice with other schools
- The safeguarding advice is based on [COVID-19 coronavirus – advice for schools](#), from Safeguarding in Schools – Andrew Hall