The Federated Schools of Wood Street Infant School & Worplesdon Primary School

Contingency Plan

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Contingency Plan

Philosophy	3
Context	3
Aim	3
Objectives	3
Staff will:	4
Parents will:	4
Children will:	4
Google Classroom	4
Our Remote Learning Plan	5
Online Safety	6
Equal Opportunities	6
Special Needs	6
Safeguarding	7
Communication	7
The Role of the Leader	7
Assessment	7
Resources	7
Evaluation	7

Contingency Plan

Philosophy

At Wood Street & Worplesdon we give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them. At Wood Street & Worplesdon we aspire to promote a love for learning and life and we achieve this with the following four drivers at the core of our delivery of the National Curriculum (2014):

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy.

Context

The government documentation shares the following national context:

1. Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn therefore we need to ensure all pupils can return to school sooner rather than later.
2. There are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.
3. Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life. For many households school closures have also affected their ability to work.

This contingency plan applies to any situation requiring remote education, including but not limited to:

- Local or national emergencies (e.g., pandemics, severe weather, flooding)
- Building closures (e.g., fire, structural damage, utility failures)
- Transport disruptions affecting significant numbers of pupils or staff
- Individual or group isolation requirements (e.g., infectious disease outbreaks)
- Other unforeseen circumstances preventing normal school operations

OFSTED review of Remote Education (11th January 2021) recommends:

1. Keep it simple
2. When adapting the curriculum, focus on the basics
3. Feedback, retrieval and assessment are more important than ever
4. Laptops are slightly better than accessing via a phone
5. Live lessons are not always best - different approaches to remote education suit different types of content and pupils. Mixed models may be effective in some cases.
6. Engagement matters

Aim

Our aim is the safety and well being of our staff and children. In addition to this we recognise the need for continuity, routine and predictability for parents / carers and young people. With this in mind we take all steps possible to keep school open, but have robust contingency plans should school ever need to close or if children or groups of children need to be educated remotely.

We aim for our remote education to offer equality, impact and connection.

Objectives

- To promote positive emotional well-being in line with our Values based Education.
- To ensure teaching and learning continues as effectively as possible when children are not at school.
- To use a curriculum sequence that allows access to online (e.g. teaching videos, learning games, e-books) and offline (e.g. resource packs, reading books) resources, and that is linked to our curriculum expectations.
- To provide easy access to these remote education resources.
- To ensure staff interact, assess and provide feedback.
- To provide Chromebooks, printed resources, such as textbooks and worksheets, for pupils who don't have suitable online access.
- To recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, therefore further support will be given to these families to deliver our curriculum.

Contingency Plan

Staff will:

1. Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
2. Set activities (via Google Classroom) so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments.
3. Provide paper-based activities where a child does not have access to the internet.
4. Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject.
5. Provide frequent explanations of new content, delivered live by a teacher in school or through curriculum resources and/or videos.
6. Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and will check work daily.
7. Develop age appropriate strategies to 'check in' and support children's well-being, providing additional intervention as necessary.
8. Adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children's understanding.
9. Avoid an over-reliance on long-term projects or internet research activities.
10. Provide daily feedback to children.
11. Reward children in line with our Behaviour Policy.
12. Communicate promptly with parents about the nature and expected duration of any disruption
13. Maintain regular safeguarding procedures and report any concerns through normal channels
14. Be flexible in their approach, adapting provision based on the nature and duration of the incident

Parents will:

1. Have an understanding of the school's contingency plan and will support the school's actions to meet these aims.
2. Support their child's emotional well-being, seeking support from school as necessary (e.g. teaching team, HSLW, SENDCo).
3. Support their child in accessing the Google Classroom or alternatively will organise for paper copies to be collected from school.
4. Provide a suitable quiet place for home-learning and provide support and encouragement to assist their child engage with their learning.
5. Support and encourage their child in engaging with the activities set.
6. Support their child in ensuring their work is handed in for feedback via Google Classroom or by returning the paper packs to school.
7. Encourage a positive attitude towards their child's education and the school. If there are any concerns, discuss them with school staff to resolve any issues and avoid using social media as a means of sharing concerns with other parents.
8. Read all information sent home as this provides information on amendments to school policies, meetings, curriculum and relevant dates.
9. Inform the school promptly of any difficulties accessing remote learning
10. Contact the school if their child is unwell and unable to engage with remote learning
11. Maintain communication with school regarding their child's wellbeing and any safeguarding concerns

Children will:

1. Share any concerns or questions they have with their teaching team and / or parents.
2. Check the Google Classroom each morning to view their allocated work.
3. Submit their work each day through Google Classroom or by completing their paper pack for drop off to school.
4. Complete their work either straight into Google Classroom or in exercise books/on paper but will need to take clear photos of it and upload them to Google Classroom.
5. Use online devices, forums, chat rooms and internet services responsibly, applying the online safety principles taught at Woodstreet and Worplesdon, demonstrating appropriate conduct to safeguard themselves and others from risks such as cyberbullying and inappropriate online behaviour.

Google Classroom

Please see appendices for step by step instructions on how to access Google Classroom on:

- Tablets
- Smartphones

- Mac
- Windows
- Chromebook

Our Remote Learning Plan

From Early Years to Year 6, we offer a **combination of synchronous and asynchronous remote education** which is digital for almost all pupils (unless paper packs are considered more beneficial).

Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Digital remote education (often known as online learning), is remote learning delivered through digital technologies.

Synchronous education is live; **asynchronous** education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Our remote learning plan has been developed to meet the needs of our pupils and their families in mind. We believe that this strategy will work best for the children at our school.

Weekly overviews are provided to share the planned learning for the following week with daily timetables and resources uploaded at 6pm the night before. By using a combination of recorded presentations and live lessons, children and their families are able to adapt the timetable as necessary.

Each child receives:

Year group	Asynchronous education (able to access at a later date)	Synchronous education (live lessons)	Feedback (how often, by when, what form)
Early Years	Daily Communication Language & Literacy and Mathematical Development videos and associated follow up activities Daily phonics tasks Daily other area of learning activity (with accompanying video as appropriate)	Weekly group reading session Weekly whole class Personal Social & Emotional Development Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 1	Daily English & Maths videos and associated follow up activities Daily phonics video with associated resources Daily foundation subject activity (with accompanying video as appropriate)	Weekly group session (focused on area of need) 3 whole class sessions per week Weekly Music session	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 2	Daily English & Maths videos and associated follow up activities Daily phonics / spelling video with associated resources Daily foundation subject activity (with accompanying video or powerpoint as appropriate)	Weekly group reading session 5 whole class sessions per week Weekly Music session	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 3	Daily English & Maths videos and associated follow up activities Weekly spelling video with daily follow up activities Daily foundation subject activity (with accompanying video or powerpoint as appropriate)	4 whole class sessions per week (with an English or Maths focus) Weekly group reading session Weekly French Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.

Contingency Plan

Year 4	Daily English & Maths videos and associated follow up activities Weekly spelling video with daily follow up activities Daily foundation subject activity (with accompanying video or powerpoint as appropriate)	4 whole class sessions per week (with an English or Maths focus) 1 whole class learning for life session Weekly group reading session Weekly French Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 5	Daily English & Maths videos and associated follow up activities (for those unable to attend live sessions) Weekly spelling tasks with daily follow up activities 6 foundation subjects (with accompanying video, live lesson or powerpoint as appropriate) across the week	4 whole class sessions per week (with an English or Maths focus) 1 whole class learning for life session Weekly group reading session Weekly French Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 6	Daily English & Maths videos and associated follow up activities (for those unable to attend live sessions) Weekly spelling tasks with follow up activities Six foundation subject activities (with accompanying live lesson, video or powerpoint as appropriate) over the course of the week	5 whole class Maths sessions per week 1 whole class learning for life session 1 whole class English session Weekly group reading session Weekly drop in session Weekly French Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.

Decision-Making Process

The decision to activate this contingency plan will be made by the Headteacher (or Deputy Headteacher in their absence) based on the following criteria:

Immediate activation (within 1 hour):

- Building declared unsafe by emergency services or structural engineer
- Government directive requiring school closure
- Significant utility failure making the building uninhabitable

Planned activation (with notice):

- Severe weather forecast making travel unsafe for majority of staff/pupils
- Infectious disease outbreak following public health advice
- Planned building works requiring temporary closure

Partial activation (individual or group):

- Individual pupils unable to attend for medical reasons for more than 3 days
- Class or year group bubble closure following public health advice

The decision will be communicated to governors, staff, and parents within 30 minutes of activation.

Return to normal operations: The decision to return to in-person education will be made when:

- The incident has been resolved and confirmed safe by relevant authorities
- Risk assessments confirm the building is safe for occupation
- Sufficient staff are available to maintain appropriate supervision ratios
- Parents have been given at least 24 hours' notice (except in emergency situations)

Online Safety

As we are increasingly relying on technology to keep us all connected in the present climate, it is important that parents are aware of the apps and programs that their children are using. Our monthly E-Safety Newsletter provides parents with tips on

how to keep their children safe online. Furthermore, children's weekly computing lessons always include teaching of online safety and these lessons would continue for any children learning from home.

During any period of remote learning:

- Online safety guidance will be shared with parents at the start of remote provision
- All live sessions will follow our online safety protocols
- Parents will be reminded of how to report any online safety concerns

Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are gifted or talented.

During remote learning, we will ensure equitable access by:

Identification:

- Within 24 hours of activation, all families will be surveyed to identify technology needs
- Deputy head teachers will coordinate the audit and maintain a register of pupils requiring support
- Devices and resources will be distributed within 48 hours

Device Provision:

- School has 100 Chromebooks available for loan to families
- Families can request devices email or phone call
- Loan agreements will be signed and devices will be delivered/collected
- Technical support available via [contact method]
- Insurance covers accidental damage; families will be charged for loss or deliberate damage

Internet Access:

- Families without internet will be supported to access DfE schemes or mobile data increases
- School can provide dongles for families without any internet access
- Alternative paper-based provision available if technology access is not possible

Paper-Based Resources:

- Paper packs will be prepared weekly by class teacher
- Collection available from school office (Friday after 12pm) or delivery arranged for vulnerable families
- Completed work can be returned (following Friday) and feedback will be provided within 48 hours
- Paper packs will mirror online provision as closely as possible

Additional Support for Disadvantaged Pupils:

- FSM pupils will receive vouchers/food parcels/packed lunch collection (as appropriate)
- Pupil premium pupils will receive additional weekly check-in calls from HSLW
- Families of disadvantaged pupils will be prioritised for device loans and additional support

Monitoring and Engagement:

- Daily register of engagement will be maintained by class teachers
- Non-engagement for 2 consecutive days will trigger a phone call home
- Non-engagement for 3 consecutive days will trigger a welfare visit
- Persistent non-engagement will be escalated to external services

Special Needs

For pupils with additional needs, we comply with the requirements set out in the SEN Code of Practice. The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include;

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment.

During remote learning:

- The SENDCo will work with class teachers to adapt provision for pupils with SEND
- Individual or small group sessions may be arranged for pupils requiring additional support
- Regular contact will be maintained with parents to ensure appropriate support at home
- Reasonable adjustments will be made to ensure accessibility for all pupils

Safeguarding

During any period of remote learning:

- Within 24 hours of activation, the DSL will identify all vulnerable pupils and create a contact schedule
- Vulnerable pupils will receive contact from a designated member of staff at least [specify frequency]
- All welfare checks will be logged on CPOMS with any concerns immediately escalated to the DSL
- Non-engagement from vulnerable families will trigger a home visit on same day
- All live lessons will follow our online safety protocols including (see appendix)
- All staff remain vigilant to safeguarding concerns
- The Designated Safeguarding Lead (DSL) and deputies remain contactable
- Concerns should be reported immediately through normal safeguarding channels
- Regular welfare checks will be conducted for vulnerable pupils
- Staff will follow the school's safeguarding and child protection policy at all times

Emotional Wellbeing Support

Pupil Wellbeing:

- All live sessions will include a wellbeing check-in using age-appropriate tools
- Staff will log wellbeing concerns on CPOMS for review by pastoral team
- Weekly wellbeing review meeting will identify pupils requiring additional support
- Additional support available includes: individual calls from HSLW, virtual social sessions, parent resources, and referral to external services
- Parents will be provided with wellbeing resources and guidance on supporting children at home

Staff Wellbeing:

- Clear working hours will be communicated (e.g. 8:30am-4:30pm with flexibility for live sessions)
- Weekly wellbeing check-ins will be conducted with all staff
- Workload will be reviewed regularly with adjustments made as needed
- Staff have access to Employee Assistance Programme and can request support from line managers
- Daily virtual staff briefings will maintain team connection
- Staff achievements will be recognised and celebrated

Communication

In the event of an incident requiring this contingency plan:

- Parents will be informed as soon as possible via Parentmail
- Regular updates will be provided about the situation and expected return to normal operations
- A designated point of contact will be available for parent queries
- Staff will be briefed on their roles and responsibilities

Staff Training and Resources

Initial Training: All staff will receive training in the following areas before remote learning is activated (or as part of annual refresher training):

- Google Classroom platform and functionality
- Creating and uploading video content
- Delivering effective live lessons
- Online safety protocols and safeguarding during remote learning
- Providing effective remote feedback
- Strategies for engaging all families

Contingency Plan

Ongoing Support:

- Matt Clifton is the designated remote learning lead and will provide technical support
- Shared resource bank available on Google Drive
- Weekly staff meetings during remote learning to share practice and address issues
- Peer support and observation opportunities
- Access to online CPD resources

Support for New Staff:

- Induction includes remote learning procedures and expectations
- Buddy system with experienced colleague
- Access to exemplar materials from previous remote learning periods
- Additional support from phase leaders

Technical Resources:

- All staff have access to a school device for home use
- Technical support available via IT Helpdesk
- Guidance documents and video tutorials available on GDrive
- Regular updates on new features or best practice

The Role of the Leader

To take the lead in policy development, to monitor progress and keep abreast of current developments through reading and attending relevant courses. In addition:

- Activate this contingency plan when required
- Coordinate communication with all stakeholders
- Monitor the effectiveness of remote learning provision
- Ensure staff wellbeing and workload are managed appropriately
- Liaise with external agencies as necessary
- Plan for the safe return to normal school operations

Assessment

Assessment of the curriculum is done according to the Assessment policy.

During remote learning:

- Teachers will continue to assess pupils' understanding and progress
- Formative assessment will inform planning and adaptation of provision
- Summative assessments may be postponed or adapted as appropriate
- On return to school, assessment will identify any gaps in learning

Resources

A wide range of resources will be used to provide home-learning. Many of these will be the same resources used in class however, on occasion, the teacher will adapt resources to reflect they will be used at home.

Evaluation

This will be done annually against criteria agreed by the whole staff. We will take account of new knowledge or other changes affecting the school.

APPENDIX 1: Live Lesson Protocols for Wood Street Infant School & Worplesdon Primary School

Live Lesson Protocols
Purpose
These protocols ensure that live lessons are conducted in a safe, professional, and effective manner that protects both staff and pupils while maintaining high-quality teaching and learning.

Summary Checklist for Staff
Before Every Live Lesson:
- Professional appearance and appropriate background
- Technology tested and working
- Resources prepared and shared
- Waiting room enabled
- Lesson plan ready with backup activities

During Every Live Lesson:
- Register taken
- Expectations and online safety rules shared
- Camera on, pupils' cameras encouraged
- Chat monitored
- Engagement strategies used
- Any concerns noted

After Every Live Lesson:
- Attendance saved
- Chat logs saved (if applicable)
- Concerns reported immediately
- Follow-up with absent pupils
- Reflection notes made

1. Before the Live Lesson
Staff Preparation:
- **Location and Background**
  - Conduct live lessons from a neutral, professional space in your home
  - Ensure your background is appropriate - avoid bedrooms where possible
  - Use a plain wall, bookshelf, or virtual background if necessary
  - Ensure no personal or sensitive information is visible in the background
  - Check that family members/housemates are aware you're teaching and won't interrupt
- **Professional Appearance**
  - Dress professionally as you would for school
  - Staff should wear appropriate clothing (nothing revealing, offensive, or overly casual)
- **Technical Setup**
  - Test your audio and video quality before the lesson
  - Ensure adequate lighting so pupils can see you clearly
  - Have a backup plan if technology fails (e.g., pre-recorded video available)
  - Close unnecessary applications and browser tabs
  - Turn off notifications on your device
- **Lesson Planning**
  - Plan engaging, interactive content suitable for online delivery
  - Prepare resources in advance and share via Google Classroom
  - Keep lessons shorter than in-person lessons (maximum 30 minutes for KS1, 45 minutes for KS2)
  - Plan for technical difficulties with alternative activities

Pupil and Parent Preparation:
- Parents will receive guidance on live lesson expectations before the first session
- Pupils should:

- Join from a communal area of the home (not bedrooms where possible)
- Wear appropriate clothing (school uniform not required, but clothing should be appropriate)
- Have an appropriate background (tidy, neutral space)
- Have an adult nearby who can provide technical support if needed

2. Starting the Live Lesson

Access and Timing:

- Live lessons will be scheduled in advance via Google Classroom with at least 24 hours' notice
- Links will only be shared through Google Classroom (never via social media or personal channels)
- Staff will enter the meeting 5 minutes early to check setup
- Pupils should not be admitted until the teacher is ready
- Waiting room feature should be enabled where possible

Initial Protocols:

- Take a register of attendees at the start of the lesson
- Remind pupils of the behaviour expectations and online safety rules
- Explain the lesson structure and how pupils can participate
- Clarify how pupils can ask questions (e.g., raise hand function, chat box)

3. During the Live Lesson

Safeguarding Protocols:

- **Recording:**
  - Live lessons will not be recorded unless there is a specific educational reason
  - If recording is necessary, parents must be informed in advance and give consent
  - Recordings will be stored securely and deleted after 2 weeks
  - Pupils and parents must not record live lessons under any circumstances
- **Camera and Microphone Use:**
  - Staff cameras must be on at all times (unless technical issues occur)
  - Pupil cameras should be on where possible to support engagement and safeguarding, but this is not mandatory
  - If a pupil's camera is off, staff should check in via chat or follow up after the lesson
  - Pupils' microphones should be muted when not speaking to reduce background noise
  - Staff should monitor what is visible in pupils' camera feeds and address any concerns
- **Supervision:**
  - Where possible, another member of staff should be present in the meeting (particularly for 1:1 or small group sessions)
  - If this is not possible, parents should be informed that their child is attending a live lesson
  - For Early Years and Year 1, we recommend a parent/carer is nearby to support
- **Chat and Communication:**
  - Monitor the chat function throughout the lesson
  - Disable private messaging between pupils
  - Address any inappropriate comments immediately
  - Save chat logs for safeguarding purposes
  - Remind pupils that all communication should be respectful and appropriate

Behaviour Management:

- Apply the school's behaviour policy adapted for online learning
- Set clear expectations at the start of each lesson:
  - Listen when others are speaking
  - Use kind and respectful language
  - Raise your hand (virtually) to contribute
  - Stay focused on the lesson
  - Follow instructions promptly
- If behaviour issues arise:
  - Give a clear warning and reminder of expectations
  - Use private chat to address minor issues
  - If behaviour continues, remove the pupil from the lesson and contact parents immediately
  - Log all behaviour incidents on CPOMS

Teaching and Learning:

- Use interactive features to maintain engagement (polls, breakout rooms, screen sharing)
- Check for understanding regularly through questioning
- Provide opportunities for all pupils to participate
- Be mindful of screen fatigue - include breaks, movement, or activities away from the screen
- Share your screen only when necessary and ensure appropriate content is displayed

Responding to Concerns:

If you observe anything of concern during a live lesson (e.g., inappropriate behaviour, safeguarding concerns, distress):

- Address immediate safety concerns first
- Make a note of what you observed
- Report to the DSL immediately after the lesson
- Log the concern on CPOMS
- Follow up with parents as appropriate

4. Ending the Live Lesson

Closing Procedures:

- Summarise key learning points
- Explain what pupils should do next (follow-up tasks, when the next session is)
- Remind pupils how to contact you if they have questions
- Thank pupils for their participation
- End the meeting for all participants (don't leave the meeting running)

Post-Lesson Actions:

- Save the attendance register
- Save chat logs (if applicable)
- Follow up with any pupils who didn't attend or had technical issues
- Report any safeguarding or behaviour concerns immediately
- Reflect on the lesson's effectiveness and make notes for improvement

5. One-to-One and Small Group Sessions

Additional Safeguards:

One-to-one and small group sessions require extra safeguarding measures:

- Parents must be informed in advance that their child will be attending a 1:1 or small group session
- Where possible, a second member of staff should join the session
- If a second staff member cannot attend, parents should be asked to remain in the room or nearby
- Sessions should be kept short (maximum 15-20 minutes)
- Keep a detailed log of all 1:1 sessions including date, time, duration, and purpose
- Consider whether the session could be conducted as a phone call with a parent present instead

6. Technical Issues and Contingency Plans

If Technology Fails:

- Have a pre-recorded video or alternative activity ready as a backup
- Communicate with pupils via Google Classroom chat or announcements
- If you cannot resolve the issue quickly, cancel the session and reschedule
- Contact your line manager or IT support for assistance

If a Pupil Has Technical Issues:

- Provide alternative ways to access the content (recorded video, written instructions)
- Follow up with parents to troubleshoot
- Offer a catch-up session if appropriate
- Ensure the pupil doesn't miss out on key learning

7. Parent and Carer Guidance

Parents will be provided with the following guidance:

- Live lesson schedule and how to access sessions
- Expectations for pupil behaviour and participation
- Technical requirements and troubleshooting tips
- How to support their child during live lessons
- What to do if they have concerns

- Reminder that they should not record or share content from live lessons

Parents should:

- Ensure their child is ready to learn (appropriate clothing, quiet space, necessary resources)
- Be available nearby to provide technical or emotional support if needed
- Not interfere with the lesson or be visible on camera (unless invited by the teacher)
- Contact the teacher after the lesson if they have questions or concerns
- Report any concerns about online safety or inappropriate behaviour immediately

8. Staff Support and Training

All staff will receive training on:

- How to set up and conduct live lessons using Google Meet
- Safeguarding protocols for online teaching
- Online safety and recognising concerns during live lessons
- Behaviour management strategies for online learning
- Technical troubleshooting

Ongoing Support:

- Head & deputy head teachers are the designated live lesson leads and can provide support
- Staff can observe colleagues' live lessons (with permission) to share best practice
- Regular check-ins with line managers to discuss any concerns
- Access to technical support during live lessons

9. Monitoring and Quality Assurance

The school will monitor live lessons through:

- Regular feedback from pupils and parents
- Occasional observation by senior leaders (staff will be informed in advance)
- Review of engagement data and attendance
- Discussion in staff meetings
- Annual review of protocols and procedures

10. Reporting Concerns

If staff, pupils, or parents have any concerns about live lessons, they should:

- **Safeguarding concerns:** Report immediately to the DSL via email, phone call, CPOMs
- **Online safety concerns:** Report immediately to the DSL via email, phone call, CPOMs
- **Technical issues:** Contact IT Helpdesk
- **Behaviour concerns:** Log on CPOMS and inform a member of ELT
- **General feedback:** Contact the class teacher or senior leader