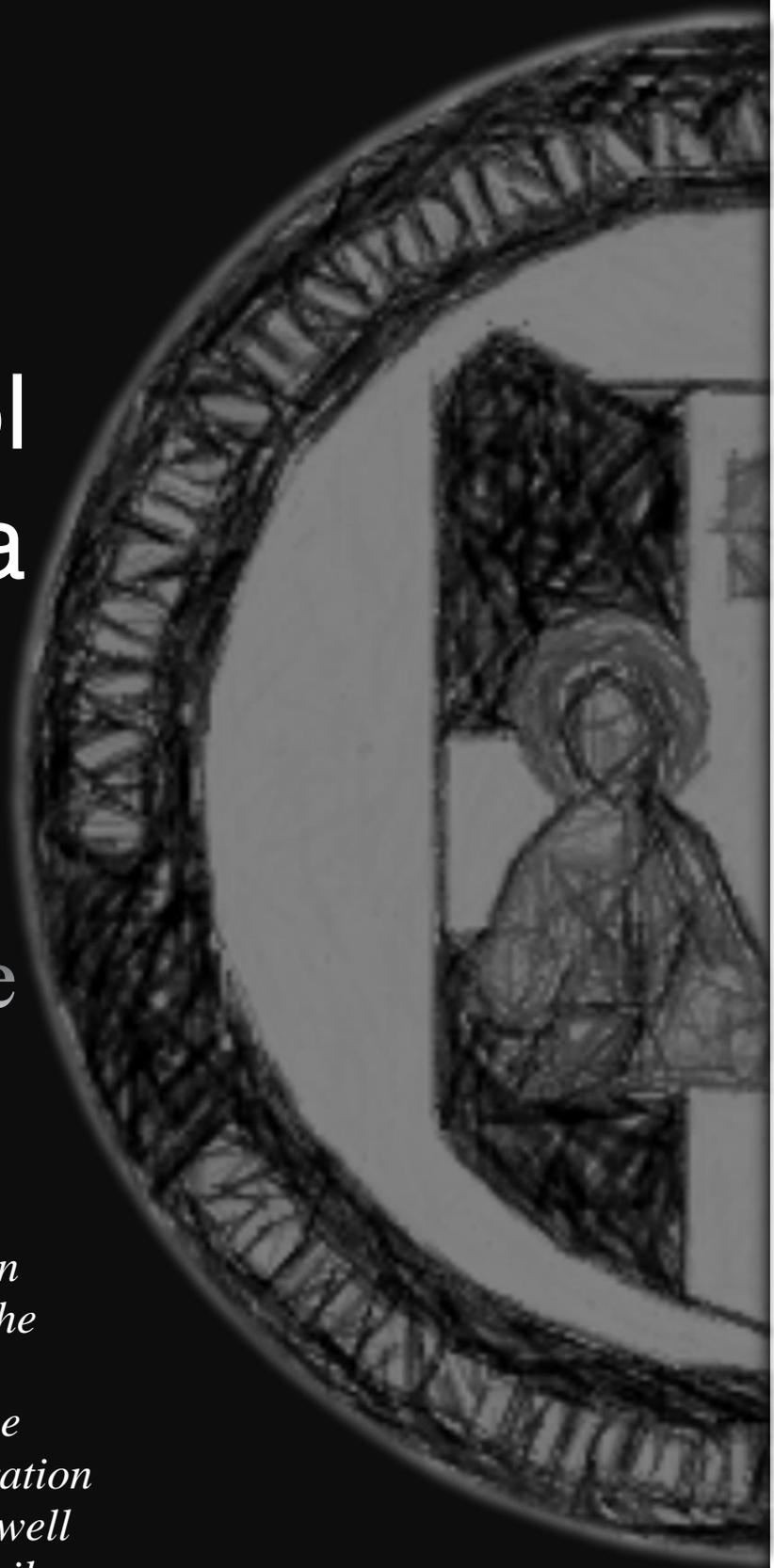# Greek School *of* Ayia Triada Birmingham

Distance - Online Learning Policy

This Policy outlines the information with regards to remote Learning, the cases where this happening, the philosophy of the school on this, the information on the lessons, the duration per year group, the apps to use as well as progression and succession details

Contents

DISTANCE AND ONLINE POLICY

A. INTRODUCTION: *Why this policy is introduced*

As a Greek School of Ayia Triada Birmingham we are committed to ensuring our children continue to learn at our school even though at times where onsite and face to face learning is not available. Whilst learning is important, the communities' well-being is at the forefront. We understand that there may be times of illness, caring for the vulnerable and caring for other children within the home and this must be the priority for the community. However, we will endeavour to support our learners at this time and continue to learn and grow.

We aim at providing the resources and material in a consistent and systematic mode across school for continuing learning and maintaining progress

Please keep in mind that this is new to all of us and we may have some teething problems.

B. WHAT IS DISTANCE LEARNING IN OUR SCHOOL?

Distance learning is where pupils cannot physically present at school. As children cannot access school to learn, their learning will take place online. It is important that children complete the work set.

This is something new for all of us; we will endeavour to improve the service as we all get used to it.

Work will be set by teachers using a learning platform e.g. Google Drive, Google Classrooms, TEAMS, Class Dojo. These are websites children use regularly. Some are used by certain groups of children; so don't worry if your child doesn't know what they are. All the passwords you will need have been, or will be, given to the children/parents.

Teachers have created a bank of home learning tasks, ideas and resources. Some are in the form of worksheets or instructions on work to complete and others are instructions on where to access work. You will not be required to print out any worksheets if you are unable to do so. Worksheets will simply be used as a guide for presenting tasks. Recording work on paper will be sufficient.

Some activities will be completed online and teachers will be able to see it. Sometimes tasks may be completed at home, or start and completed at home. These would need to be photographed and uploaded Google Drive or emailed to class teachers for them to see. Teachers will be able to monitor children's engagement in activities and their understanding.

Learners may be provided with a suggested timetable for lessons and instructions to complete activities at home and in various occasions during lessons teachers will be reviewing the progress individually.

Children thrive off routine and structure so this may help when learning at home. We understand that this cannot be followed at all times and may not at all in some instances and it is a suggested timetable.

- **What is expected from pupils**

Each child will be issued with set pieces of work to complete on a weekly basis. Their responses will be sent to the teacher via email or through uploading them on google classrooms. For older children work will be through also online documents. Please make sure that you **only** send **completed work to class teacher**

- **What is expected from teachers?**

All teachers will deliver live lessons, and provide work for children to complete at home.

Teachers will respond to pupils' work where appropriate

Teacher will try to match the work to your child's abilities wherever possible, sometimes this will prove to be difficult as teachers often give additional support to pupils during a lesson.

Teachers will be completing professional learning task so will not always be able to respond immediately to pupils.

Teachers are expected to upload online resources and planners on a scheduled basis and at least two working days before the actual lesson

- **What is expected from parents?**

All parents are expected to encourage the participation of their child in the live lessons and to complete any assigned tasks

We are also expecting parents not to interfere during the live lessons with any of the following:

-not to record the lesson for data protection purposes, and consent reasons

-answering on their child's behalf

-feeding their child during lessons

-interrupting the lesson

-not to physically be in the lesson not allowing the pupils to have their lesson as they would if in class

C. LIVE ONLINE LESSONS DURATION

Online live lessons will be delivered in different time durations depending on the class or year group levels and age. The table below indicates, the proposed length of lessons, the breaks per year group. Various factors may have an impact on changes made on this proposed plan, always in agreement with the headteacher

Year Group	Length of Lesson	Break duration	Total Session	Times Weekly
Reception/Nurs Year 1, 2	1 hour	10 minutes	1 hour 10 minutes	once
Year 3, 4	1 hour 30 minutes	10 minutes	1 hour 10 minutes	once
Year 5, Year 6	1 hour 40 minutes	10 minutes	1 hour 50 minutes	once
GCSE 1, GCSE 2	1 hour 50 minutes	15 minutes	2 hours 5 minutes	Once/or twice*
GCE A Level	2 hours 30 minutes	20 minutes break	2 hours 50 minutes	Once/ or twice*

**Specific instructions will be given to individual teachers on the time(s) per week, especially this concerns students taking examinations. Near examinations efforts will be made for students to have two sessions in a week especially if the curriculum requirements require more work to cover by students

D.GUIDELINES

1.

Students will be supported pastorally while online learning because online learning poses significant risks to social connectivity and enjoyment. Teachers (or other school representatives) should gather information on issues their students are facing and help delineate a plan to provide support. Teachers will need to gather intelligence on the type(s) of issues being faced, the type of support needed, the learning context of the student, and their accessibility to learning. Teachers may need to mobilise support from colleagues or leaders to help provide support. In some scenarios, family may need to be contacted to determine how best support can be provided.

Some scenarios may be difficult to support, particularly in situations where students may be isolated (such as during the COVID-19 pandemic and lockdown). In these situations, it may be impossible for a student without a computer to receive one and engage meaningfully in class. Support needs to take into account the unique situations in which students find themselves and ensure that it is tailored to their contexts. For example, some students may need to receive work via physical mail so that they may work from home without a device or internet access.

2.

Teachers have control over the online learning environment.
This includes control over who is present, who is able to speak, what is being shown etc. Teachers must, therefore, have the knowledge to be able to:

- Add students to a call;
- Remove students from a call;
- Mute students in a call;
- Control what is shared from the teachers' screen; and
- Limit students' privileges in a call, such as sharing their screens.

Where any pieces of knowledge are missing or there are gaps in practice, then this must be addressed promptly through teacher training.

This knowledge allows for problem behaviours to be managed in online learning environments and allows for emergencies to be quickly averted where they arise.

3.

Teachers will have the knowledge to engage in online teaching and learning practices. Where there are gaps in knowledge or practice, these are quickly addressed through individualised support and staff-wide professional learning. As with the e- Learning policy, teachers should be familiar with technologies which facilitate learning.

4.

All students are to have the behavioural expectations of online learning made clear to them. This means that students know how to behave in ways that uphold the values of St. Joseph's Primary School, summarised in our school motto, 'Learning, Friendship, Respect.' Students should know about what they need to do online to follow the behaviour code, understanding the differences in behaviour online and behaviour in classroom settings.

The picture next to this section show behaviour expectations at our school and this can be translated into online learning specific environments such as that experienced during COVID-19.
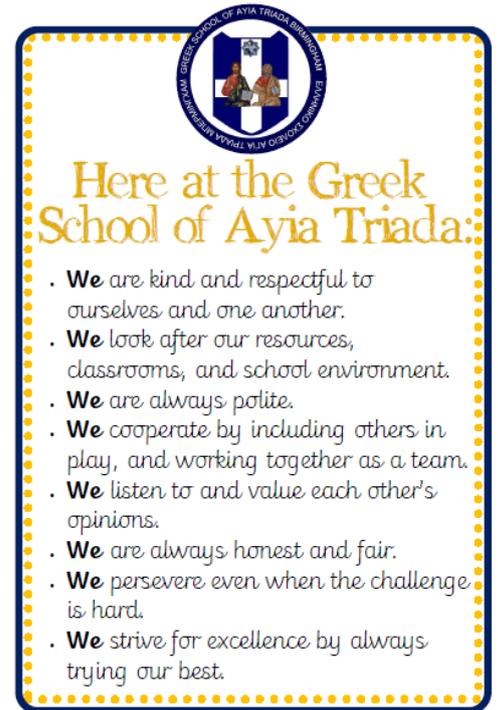
At the Greek School of Ayia Triada Birmingham we all do our best:

AT SCHOOL	DURING ONLINE LIVE LESSONS

• **We** are kind and respectful to ourselves and one another.
 	
   We look after our resources, classrooms, and school environment.
 	
• **We** cooperate by including others in play, and working together as a team.
 	
   We listen to and value each other's opinions.
 	
• **We** persevere even when the challenge is hard.
 	
• **We** strive for excellence by always trying our best.
	• Respect each other's right to learn in online settings by taking turns and listening to others;
	
	• Work-cooperatively and peacefully in online settings;
	
	• Speaking positively and politely to one another over the Internet through the chat function or verbally;
	
	• Following directions of those whose job it is to help us while we learn online;
	
	• Respect online work of my own and that of others;
	
	• Help each other follow this code.

5.

Online rules may be made to help teachers and students navigate behaviours and determine what is appropriate and what is inappropriate for a successful online learning environment. Teachers should co-construct with their students a list of rules or guidelines to follow the behaviour code.

The online rules should reflect the class rules in a physical setting. Small adjustments will need to be made. For example, if there is a rule that students must not interrupt others and raise their hand if they want to speak, then in an online learning environment, the rule would be that students are expected to raise their hand on camera or raise a hand icon if one is available on the platform, and that students are expected to mute their microphones when not answering a question or participating in the discussion.

Teachers and students should collaborate in going through their class rules and specifying how rules can be applied to online settings. Like their physical class counterparts, these online rules should describe the desirable behaviour (e.g. follow the teacher's instructions online).

6.

All students are to have an opportunity to participate. This means that classroom online rules should delineate who may speak and when, and how students are given a chance to contribute in an online setting where social cues may be absent or more difficult to interpret. Where a class activity involves a discussion, rules should be in place to ensure everyone has a chance to participate, such as taking turns.

In a video call setting, this may be achieved through physically raising a hand to the screen. If video is not used (or not available on a laptop without a webcam) then a certain word or a hand icon may be used to signal that a student would like to speak. This is to maintain the rules of engagement and ensure that teachers have control over who is speaking and when under different learning activities.

Students learning from home may face frequent disruptions such as a baby crying or a sibling entering the room. These are events which may

largely be out of the control of the students. Because of this, it is recommended that teachers enforce a 'muted unless speaking policy' to avoid the potential for constant disruptions.

7.

Positive behaviour is to be emphasised and reinforced. As occurs in physical classroom settings, teachers should use a range of strategies appropriate to various ages of students to acknowledge and reinforce appropriate behaviour, but in the context of an online learning environment. This needs to ensure that whole class rewards or privileges are available for all students who meet behavioural expectations under the class online rules.

Positive reinforcement may be delivered through fun activities for the class, publicly recognising a student's efforts in Greek and in English if needed (e.g. "It's great to see you focusing on your work Maria", "Thanks for raising your hand Yianni, what would you like to say?"), or providing forms of certificates via e-mail.

8.

Consequences: Where behavioural expectations are not met or the behavioural code is broken, consequences need to be made clear to students. Consequences should be agreed upon by the class and formed into progressive **steps** as non-compliance continues. These consequential steps should follow the same progression as those in physical settings and consequences should be matched to the severity of the ongoing problem behaviours.

Students need to be made aware of consequences before they happen and make efforts to decelerate any situations where problem behaviour arises before consequences are introduced.

Effort needs to be directed at ensuring that consequences are fair based on the behaviour. There needs to be an awareness that some consequences can be embarrassing or overly exclusive, which may lead to worse learning outcomes, disengagement, and further problem behaviour.

Consequences need to be tailored to the online learning environment. They may follow this progression:

- The students' microphone being centrally muted;
- The students' video being centrally switched off;
- The student being blocked from posting material in the online space;
- The student being removed from the video call;
- The student being removed from the platform.

In each of these scenarios, parents may be contacted by phone and informed of incident(s). Removing a student from a platform is similar to the physical school consequence of **suspension**. In physical settings, this requires students to work under the supervision of a TA or other staff members. In an online setting, this is difficult as students can't be physically in the presence of a teacher aide, and particularly severe situations may have students remove themselves from communications (not answering calls, not replying to e-mails, not engaging with the school in any way).

These reinforcing actions maintain and strengthen positive learning behaviours and motivate students to act as online citizens.

9.

Withdrawing students: Removing students from video calls should only be used as a last resort and only temporarily. Muting a student for ongoing misbehaviour may be an option before they need to be removed from the call. Removing students from an online call runs the risk of them disengaging and not coming back as they are not physically present. Blocking them from a service means they will not have access to the same learning as their peers.

Where there is misbehaviour teachers contact parents and discuss the issue, at the end of the lesson, or as considered appropriate.

10.

Use of break time for the purposes of contacting parents in the cases of

serious issues of misbehaviours may

In the event of an emergency, such as a student showing inappropriate material or posing a security risk, they should be removed immediately and disciplinary action should be swift to ensure the safety of the class. Parents will be contacted to inform them of the misconduct and actions being taken by the school.

11.

Headteacher's Role: The headteacher should assist in the behavioural issues where regular online disciplinary approaches are not working. They should be made aware of parent and guardian contacts and referrals to the headteacher where considered appropriate

12.

Digital etiquette is to be maintained through teachers' proactive curation of the online learning environment. This means that teachers use virus protection software, do not share usernames or passwords, and carefully monitor the exchange of documents and viewing/editing privileges.

E. PLATFORMS

Various platforms and applications will be used by our school for ensuring appropriate online setting across our year groups and levels of learning:

- **Early Years/ Reception**

  Class Dojo, Seasaw for communicating work, progress and class stories

  Google Classrooms: for uploading planners and resources. Where no access is made to classrooms by parents, teachers may share planners and resources via email

  Zoom: for live lessons

- **Year 1, 2, 3, 4, 5, 6**

    Google Classrooms: for uploading planners and resources. Where no access is made to classrooms by parents, teachers may communicate work via email

    Zoom: for live lessons

    Quizlet or Kahoot, activities and games may be integrated in live lessons

- **GCSE 1, GCSE 2, GCE A Level**

    Google Classrooms: for uploading planners and resources. Where no access is made to classrooms by parents, teachers may communicate work via email

    Zoom: for live lessons

    Quizlet or Kahoot, activities

    Google forms and Google Docs for online work tasks

F. HOMEWORK

Homework will be shared via homework slips, in both English and Greek and will be also shared through google classroom. Homework will be sent in the same style across our school and by all our teachers for all year groups. This is to ensure same standards and uniformity across school

Homework: Πέμπτη, 09 Μαΐου 2019	
→ **Reading**- Reading text given today and grammar p.49 → **Spelling**- ___ όμορφος, ωραίος, ακριβός, τεράστιος, αστείος, κόκκινος, φτηνός, κακός, δυνατός -page 49- changing the endings of nouns depending on the gender → **Activity Book**- --- worksheet on time. Please revise time and also activities in the activity book that are not completed in class → **Home Reading**: new books given today → **Essay** – → **Teachers: Notes:** • Please read letter for the term with all important information and key dates. Please read	→ **Ανάγνωση**: κείμενο βιβλίο σελίδα 49 → **Ορθογραφία**: - όμορφος, ωραίος, ακριβός, τεράστιος, αστείος, κόκκινος, φτηνός, κακός, δυνατός σελίδες 49, αλλάζω τις καταλήξεις των ουσιαστικών → **Βιβλίο δραστηριοτήτων** —— φυλλάδιο δραστηριοτήτων με θέμα για την ώρα. Μαθαίνω την ώρα, και βιβλίο δραστηριοτήτων → **Εκθεση** – —— → **Δανειστική βιβλιοθήκη**: έχουν δοθεί σήμερα Σημειώσεις Εκπαιδευτικού: • Έχει δοθεί φυλλάδιο σε σχέση με τους στόχους του τριμήνου και των τελευταίων δέκα βδομάδων καθώς επίσης και των σημαντικών ημερομηνιών αυτού του τριμήνου
Parent Note:	

Homework Expectations:

All pupils are expected to complete some tasks on a weekly basis. These homework tasks should not exceed the 40 minutes weekly for pupils up to year 6and should not exceed 1 hour for pupils of GCSE 1, GCSE 2 and GCE A level.

Homework should always include the following for Year Groups up to Year 6

- Reading
- Practicing new vocabulary for learning and spelling new words
- Creative Writing, essays
- Grammar or Revision activities

For Students taking exams additional work can be set including:

- Revision activities
- Literature review and work on literature tasks
- Translation Tasks
- Long Writing Tasks

G. PLANNERS

Planners/ Schemes of work will also be shared every three weeks/ six weeks on google classrooms or via email. All planners will include focus topics, learning intentions, text and resources available as well as any instructions needed for completing tasks.

H. VERSION CONTROL

This Policy will be reviewed and updated when and if needed, even if this means to be reviewed earlier than annually

I. Version Control

Version Name	Date	Reason for Update
INITIAL GUIDELINES AND INSTRUCTIONS	30-03-2020	Due to the urgent and sudden national lockdown, it was appropriate and necessary that instructions would be issued with regards to the learning remotely phase. Online learning was then a good change in terms using new technologies for learning
Drafting of Guidelines into a Policy	01-11-2020	Following the eminent second lockdown and the switching from onsite to online learning school needed to adopt a much more thorough and detailed Online Learning Policy, which was done.
Next Review	When and if needed as appropriate	Planned for September 2021