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Teacher Guidance and FAQs

Policy Directive

and

Guidelines

Document Control & History

Version	Date	Author	Reviewer	Summary of Changes/Notes	Review Date
1.0	11/21	Martin Winward		Policy adoption taken from Teacher Guidance and FAQs	11/22
1.1	11/21		S Parrilla	Formatting amendment in St Anne's School Colours	
This policy will be reviewed in accordance with the States of Guernsey document control policy – original taken from Infection Control in Schools and other Childcare Settings guidance					

Convention on the Rights of the Child

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

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

Article 3: The best interests of the child must be a top priority in all things that affect them
Article 6: Every child has the right to survive and achieve their full potential
Article 8: Every child has the right to an identity
Article 18: Parents must ensure they consider what is best for the child and seek help when necessary
Articles 21 and 36: Children have the right to be cared for and protected
Article 28: Every child has the right to an education

Teacher Guidance and FAQs

Frequently Asked Questions

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

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

Will the timetable operate as normal?

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

What kind of work should teachers be setting?

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

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

What is the expectation on parents?

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

setting expectations, ensuring children know what to do, helping children plan their day and in encouraging, motivating and acknowledging effort. The role of the parent is similar to their role in ensuring their child does their homework under more normal circumstances. A leaflet has been produced for parents and carers and is available here.

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

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

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

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

a message or through a brief live registration period, is an additional strategy some schools are exploring as they seek to keep children motivated and provide structure to the child's working day.

Schools are currently exploring various options with regards to live pastoral contact and currently there is no prescribed format from the Education Office. However, it is something children are entitled to receive at least weekly in one form or other.
Teachers using live video must make sure they are fully aware of all the relevant safeguarding guidance. See Appendix 2 of the Distance Learning Guidance.
To support education settings an example [Google Meet Protocol](#), [set up and use guidance](#) and a [template behaviour agreement](#) are available. Support is also available through ICT Technicians, Support Assistants and [Victor Lane](#)

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

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

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

How much work should I be planning for my classes?
See the table below which outlines minimum expectations for different year groups.

Age group	Content
Reception and Year 1	- Short phonics teacher input linked to daily practice of reading, spelling and handwriting - Short maths teacher input linked to daily practice - Physical activity guidance - Signposting to at least three online or pre-recorded video lessons a week linked to other areas of the curriculum - Guidance to parents on play - Guidance on stories to read to pupils - Optional creative activities or projects
Year 2, 3 and 4	- Phonics and/or spelling teacher input linked to daily practice of reading, spelling and handwriting - Maths teacher input linked to daily practice - Daily maths practice of number bonds and times tables - Short writing activities at least three times per week - Physical activity guidance - Signposting to online or short pre-recorded video lessons at least three times week linked to other areas of the curriculum with associated short tasks - Daily independent reading practice for 20 minutes minimum - Guidance on stories to read to pupils - Optional creative activities or projects
Year 5 and 6	- Grammar and spelling teacher input linked to daily practice - Maths teacher input linked to daily practice - Daily maths practice of number bonds, times tables and division facts - Signposting to online or pre-recorded video lessons at least three times each week linked to other areas of the curriculum with associated short tasks - Short writing activities at least three times per week plus one longer task with feedback at least every two weeks - Physical activity guidance - Daily independent reading practice for 30 minutes minimum - Guidance on stories to read to pupils - Optional creative activities or projects

Year 7, 8 and 9	**Weekly:** • English: 2 ½ - 3 hours including one longer task with feedback at least every two weeks • Maths: 2 ½ - 3 hours with feedback at least every two weeks: • Science: 1½ - 2 hours including one longer task with feedback at least every two weeks • Each other subject: 1 hour a week per subject with feedback at least every two weeks • Work in all subjects should include direct teaching provided via online, pre-recorded or live video lessons with associated tasks for most lessons • Optional creative activities, projects and wider subject reading **Daily:** • Physical activity: 30 mins - 1 hour **per day** • Independent reading for 30 minutes minimum
Year 10 and 11	**Weekly:** • English: 3 hours including one longer task with feedback at least every two weeks: • Maths: 3 hours including with feedback at least every two weeks: • Science 3 hours including 1 longer task with feedback at least every two weeks: • Option subjects: Two hours a week per subject with feedback at least every two weeks • Work in all subjects should include direct teaching provided via online, pre-recorded or live video lessons with associated tasks for most lessons • Optional creative activities, projects and wider subject reading **Daily** • Physical activity: 30 mins - 1 hour **per day** • Independent reading for 30 minutes minimum

Year 12 and 13	**Weekly** • A Levels: 5-6 hours per subject, with feedback at least once per week per subject • IB: 3-4 hours per subject, with feedback at least once per week per subject • Optional creative activities and projects **Daily** • Physical activity 30 mins - 1 hour **per day** • Independent reading around subjects for 30 minutes minimum

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

Student	Activity
Full time	• Use internal communication portal GCFEConnect to keep up to date with activities across the College and touch base with tutors • Check emails and/or Google classroom daily • Attend online lecturers/discussion groups or complete online activities or assessments at the times suggested by your tutor • Check in with tutor at the designated times • Take a break and get some exercise • Contact Learning support team if you have worries
Apprentices	• To check emails from tutors and use GCFEConnect and information on the College website • Attend online lecturers/ discussion groups or complete online activities or assessment submissions at the times suggested by your tutor • Check in with tutor at the designated times • Take a break and get some exercise • Contact Learning support team if you have worries
14-16 students	• To check emails from tutors and use GCFEConnect and information on the College website • Attend online lecturers/ discussion groups or complete online activities or assessment submissions at the times suggested by your tutor • Check in with tutor at the designated times
Mature students	• To check emails from tutors and information on the College website

	• Attend online lecturers/ discussion groups or complete online activities or assessment submissions at the times suggested by your tutor
	• Check in with tutor at the designated times

Can schools provide more work than this baseline?

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

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

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

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

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

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

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

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

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

Will work be compulsory for children?

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

What about the children of essential workers attending school?

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

What do you mean by engagement?

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

How will schools track this engagement?

Please see the section on attendance included in Appendix 5.

What will happen if children do not engage with learning?

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

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

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

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

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

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

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

How should I communicate with students?

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

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

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

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

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

What about optional enrichment activities?

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

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

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

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

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

What happens if I am sick?
Should you become ill, you should contact your school in the same way you would were schools open. You are not expected to work whilst you are ill.

What happens if someone in my family is ill?
Should a family member become ill and this impacts on your ability to work, you should contact your school in the usual way to discuss this.

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

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

> From a mobile its #31# followed by the number or from your handset settings. For example on an iPhone it's Settings > Phone > Show my caller ID, for different types of mobiles you would need to check in your settings on your handsets.

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

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

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

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

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

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