FOREST SCHOOL

Hybrid and Remote Learning Policy
Senior School

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1 INTRODUCTION

This plan sets out the processes, roles and expectations for teachers, pupils and parents during periods of hybrid or remote learning.

'Hybrid learning' occurs in these scenarios:
- The teacher is in school, most of the class are in school and only individual pupils are isolating.
- The teacher is in school and the whole class is isolating.
- The class is in school and the teacher is isolating.

'Remote learning' occurs when both teacher and pupil are out of school during a period of lockdown.

Teachers, pupils and parents should:

- Be familiar with the requirements of this plan.
- Fulfil the expectations laid out in this plan and seek support or guidance if they are unable to.

Any of the following could occur at any time, even at very short notice:
- Individual pupils self-isolating
- Teaching Groups/Year Groups self-isolating.
- Staff self-isolating
- School closure

2 AIMS

This policy aims to:

- Ensure consistency in the approach to hybrid and remote learning for pupils who are not in school.

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- Set out expectations for all members of the school community with regards to hybrid and remote learning.
- Provide appropriate guidelines for online safety and data protection.

The school aims to provide the best education possible for all pupils within the confines of very difficult and constantly changing circumstances. The needs of those pupils in class must be balanced with the needs of those pupils who are isolating, particularly with regards hybrid learning. Teachers will do all that is practicable and reasonable to ensure continuity of education.

3 BEING PREPARED FOR ANY SCENARIO

The above scenarios should be prepared for by:

3.1 TEACHERS

- Keeping class Teams up to date. They should be considered as running repositories of the learning that is taking place day to day, enabling easy access to that learning for any pupil.
- Ensuring pupils know what they will be covering, such as through course outlines, exam specifications in pupil-friendly language and textbooks.
- Maximising contact time in the classroom, using it to do those things that are harder remotely, such as:
  - o Modelling of techniques
  - o Co-constructing success criteria
  - o Direct instruction of difficult concepts
- Making the learning intentions and success criteria explicit so pupils know what they are working towards if they can no longer be in the classroom.
- Being responsible and taking initiative to look at the list of isolating students which is circulated by the School Office daily and planning accordingly.

3.2 PUPILS

- Engaging in all learning whilst still in the classroom.
- Being familiar with the functions of Microsoft Teams and how work will be set.
- Having all necessary equipment ready and working - webcam, microphone and headphones.

3.3 PARENTS

- Helping their child create a suitable working environment.

- Ensuring their child has all the necessary equipment for remote learning: a fully functioning device that meets the school's requirements, webcam, microphone and headphones.

4 ONLINE PRIVACY, SAFETY AND SECURITY

The online privacy, safety and security of our pupils and teachers is of the utmost importance, and any threat or breach may result in part or total curtailment, suspension or discontinuation of hybrid and/or the remote learning provision.

4.1 TEACHERS

If a teacher suspects a threat to or breach of their own privacy, safety or security, or of their pupils, they should:
- Take immediate action if required, such as removing an individual from a live Teams meeting or ending a live meeting for the entire class.
- Report any concern immediately to the school's Privacy Officer (Denis Lundie) via privacy@forest.org.uk.
- Follow the school's Safeguarding procedure if necessary.

4.2 PUPILS
If pupils suspect any threat to their privacy, safety or security they should report this to their teacher during a lesson or Tutor outside of the lesson. The Tutor should then pass this to the Privacy Officer.

4.3 PARENTS
If parents suspect any threat to their child's privacy, safety or security they should report it immediately to privacy@forest.org.uk.

4.4 LIVE STREAMING
Live streaming of classes into the homes of isolating pupils presents the greatest potential threat to teachers' and pupils' privacy and safety. As such, the following must happen:

- Isolating pupils who access a live streamed lesson must:
  - Ensure the lesson cannot be viewed, heard or recorded by any other person including parents and other relatives.
  - Use headphones if there is any chance someone can overhear the sound of the lesson.
  - Not record any part of the lesson, whether visuals or sound.
  - Not share any part of the lesson with anyone else, including over social media.
  - Ensure no one else can see, hear or record the content of the lesson by any means.

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- Pupils in a lesson in school that is being live streamed must not record or share any part of the lesson by any means.
- Parents, siblings, or any other persons must not view, listen to, record or partake in a lesson in any way and at any time. This would constitute a potentially serious breach of the privacy of the other children in the class and of the teacher.

4.5 WEBCAMS

Webcam use is expected in all live-streamed lessons for both pupils and teachers unless there are valid reasons not to.

When webcams are used the following must happen:
- Pupils must:
  - Use one of the pre-set Microsoft Teams backgrounds.
  - Ensure there is no other way personal information can be revealed about them.
  - Be dressed appropriately, though not necessarily in school uniform.
- Teachers must:
  - Remind pupils of the expectations of webcam use.
  - Be in an appropriate teaching space if at school or home and use a pre-set Teams background.
  - Look professional in appearance and clothing.
  - Conduct the session in a professional manner.
  - Not record, store or distribute any aspect of the lesson.
  - If a 1:1 session is necessary, include another member of staff in the Teams invite (they need not join the meeting).

5 ROLES AND RESPONSIBILITIES

It is the responsibility of all teachers, pupils and parents to fulfil the privacy and safety expectations set out in section 4.

5.1 TEACHERS

- During periods of hybrid and remote learning teachers must work the normal school day.
- Absence or inability to teach should be reported as per normal cover procedures.
- The normal teaching timetable should be followed.
- Teachers should ensure they know which pupils are self-isolating in their classes. A link will be emailed by the School Office to all senior school staff by 10:00am. The link can be accessed here on the Staff SharePoint homepage:

Support Links

Self Isolating Pupils Today

- Pupils should be registered as normal on the iSAMS register for live lessons, and not registered at all for non-live lessons (independent work is set.)
- The normal homework timetable should be followed during periods of hybrid learning and the normal length of homework given:

Age group	'Total Homework Time' per day: you should sit down to work for this amount of time each day.	Individual homework durations	Number of homeworks per day	Amount of 'Extended Learning Time' per day*
Y7	1 hour 15 minutes	30 minutes	2 or	15 minutes
	1 hour 30 minutes	30 minutes	3	0
Y8	1 hour 15 minutes	30 minutes	2 or	15 minutes
	1 hour 30 minutes	30 minutes	3	0
Y9	1 hour 45 minutes	30 minutes	2 or 3	15 minutes
GCSE	2 hours	40 minutes	2 or 3	-
A Level	Variable (c.2h30 to 3h00)	Variable	Negotiated	Variable

- During the Lent 2021 lockdown no homework should be set for Years 7-9. They will be set a centralised task. Years 10-13 should be set homework as normal.
- If a live lesson is not possible because of technology in the classroom, or it is significantly less desirable for the learning, appropriate classwork should be set.

5.1.1 Nature of lessons and feedback

- The research is clear that students that have been supported through the pandemic by teachers who have been able to provide a blend of synchronous and asynchronous learning opportunities have, on average, been less academically impacted than those who were less supported.
  - https://www.nature.com/articles/508183a
  - https://www.youtube.com/watch?v=U9cKH6SWHGY
  - https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education
  - https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/

As teachers at Forest, we have an obligation to fulfil the Teaching and Learning Policy and a desire to ensure that our students make the best possible progress, whatever their context or challenge.

A core cognitive principle is that we remember what we think about, and the nature of how we think about it determines how we remember it. The Psychologist Daniel Willingham of the University of

Virginia coined the phrase 'Memory is the residue of thought.' It is what pupils think about and how they think about it that determines what they learn.

Following on from this is a second key principle – pupils can appear to be learning when they are not. According to the University of Durham, the following can be poor proxies for learning:

• Pupils are busy: lots of work is done

• Pupils are engaged, interested, motivated

• Pupils are getting attention: feedback, explanations

What really counts for learning is what is going on when these things are happening – not that they are happening per se.

As such, it might appear that being engaged in a live lesson is always better for students' learning. However, given these two principles, this is not always the case. Sometimes being asked to think deeply about set work is a better way to ensure learning. Similarly, their inclusion in a live lesson might be a proxy for learning – it appears as if they are learning more effectively when they actually might learn better if they are set work.

The variety of live teaching and set work is the best way to keep pupils engaged and motivated during an extended period of isolation or closure. Professor Robert Lue of Harvard University suggests pupils need a range of online learning including assignments, quizzes, presentations and independent research. Writing in the Times, Professor Lue reflected on the period of lockdown learning and concluded that asking children to attend live lessons all day "was not effective and results in immense Zoom-learning fatigue."

- Live lessons should:
  o Be carried out on Microsoft Teams only and can utilise any other School system only (for example videos posted on Planet E-Stream not YouTube).
  o Should start and end as per normal timetabled lesson slots. (The teacher does not have to be teaching live for the full length of the lesson. Pupils can be given periods of independent work. The teacher should begin and end the lesson though).
  o Use live Video (webcam), and at least audio if Video is not available.
  o Include core principles of T&L including:
    ▪ explicit success criteria and learning intentions
    ▪ teacher exposition and explanation
    ▪ questioning
    ▪ discussion and debate
    ▪ periods of independent pupil work
   ▪ Assessment for Learning
    ▪ Feedback

  (not necessarily all in one lesson but as general principles)
- For all non-live lessons, whether in a hybrid or remote scenario, appropriate independent classwork should be set.
- Appropriate and manageable feedback should be given on classwork and homework as per the school's Teaching and Learning Policy.

- All classwork and homework should be set on the Assignments function of Teams using the following categories:
  - CLASSWORK (for set independent work to be completed during lesson time – the due date should be set as the end of the lesson time)
  - HOMEWORK (for normal homework)
- Assignments should be added by 8:30am.
- Work should be set lesson by lesson, rather than in longer-term chunks to avoid pupils being overwhelmed and helping them manage their time.
- Teachers must be aware of the SEND requirements in classes and make any necessary adaptations. (See 5.6 below.)
- Lessons in in the practical subject areas (PE, Drama, Art, Music, DT, F&N) will be practical based where possible. However, it will not always be possible, particularly with 'hybrid learning' model for practical tasks to be accomplished at home. Pupils will always have access to the learning, in line with the current scheme of work or area of study but it may, at times be adapted from the practical based tasks.

5.1.2 Recording hybrid or remote learning concerns

- Teachers should log any concerns via this form on iSAMS:

- The form results in an instantaneous automatic email being sent to pupils. Parents receive an email with a collation of all the forms submitted on their child after 4:30pm the same day.
- A live data report on the number of forms accrued by individual pupils in forms, houses and sections is available on the intranet.

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- Sanctions can be given as per the normal Behaviour Policy during periods of self-isolation and hybrid learning.

- During periods of lockdown of the whole school, LRs should not be set for learning behaviour issues.

5.2 PUPILS

- Check Teams Assignments by 8:30am each morning and throughout the day.
- Attend all live lessons and engage fully in the learning to maximise progress, according to the characteristics of the Forest Learner (including PE and Games & Activities sessions).
- Behave appropriately and not disrupt the online learning of others, in line with the expectations of the Forest Classroom.
- Fulfil all aspects of the school's Responsible User Agreement and Section 4 above.
- Complete all classwork and homework to the highest standard and submit any required work by the due date.
- Pupils should contact their teachers as soon as possible if they cannot complete any set classwork or homework by the due date.

5.3 PARENTS

- Encourage and support their child's work by finding them an appropriate place to work, ensuring that they follow the normal school timetable, and checking that they have completed the work each day.
- Report any information or concerns about their child to their Tutor by email as soon as possible. They can expect a reply within 24 hours.
- Report any pupils' absence from live lessons to the School Office in the usual manner.
- Parents are also responsible for safeguarding their child online and, in line with School policy, may wish to ensure pupils do not access their phones during the 'school day'.
- Not view, hear or record any aspect of online lessons as per section 4 above.

5.4 HEADS OF DEPARTMENTS

- Co-ordinate and monitor live lessons and the setting of appropriate work, ensuring quality provision is maintained, as far as possible, during periods of hybrid and remote learning.
- Communicate to their teams how they will monitor teaching, such as through department meetings.
- Check in with their staff regularly to provide them with support and to ensure their approach to work is consistent with others.
- If you are signed off as sick, the HoD will need to ensure the work is set on the Dashboard and should discuss with the Deputy Head Academic if further support is required.

5.5 LEARNING SUPPORT

- The Learning Support department will connect with parents and/or pupils on the SEND register every week during their normal Timetabled session to check how they are coping with home learning and to offer specialist support with work.
- When setting work via Teams for SEND pupils teachers should be mindful of:
    - Limit the length of written instructions provided. Avoid a teacher 'stream of consciousness'. Instead, **bullet point** clearly the tasks that need to be done.
    - Provide a time limit to each task set and be mindful that many SEND pupils need 25% longer to process and complete tasks. (Especially think about differentiating homework tasks)
    - Try to give a clear structure to each Teams lesson so that you can replicate this each time. Familiarity with a lesson outline helps those with poor working memory.
    - Limit the amount of looking up and flicking between numerous resources needed to respond to tasks. Many SEND pupils find this overwhelming. Signpost resources clearly.
    - Invite SEND pupils to participate in 'live' lessons by pre-warning them that you will be asking them for a response to the next question - ie build in 'thinking time' for them in advance to be able to answer.

5.6 SENIOR LEADERSHIP
- Co-ordinate the hybrid and remote learning provision across the school.
- Support colleagues in the delivery of the provision.
- Monitor the effectiveness of the provision and make appropriate changes if needed.

5.7 COMMUNICATIONS

Only School systems such as email and Teams should be used for communications with pupils. Staff must not participate in video conferencing, webcams, texts, phone calls, WhatsApp and other messaging platforms which would place them at a high level of potential professional risk.

Teachers should remain contactable by email throughout the working week, and in normal working hours, for pupils to contact and seek support. Emails should be responded to within 24 hours.

6 THE DIFFERENCE BETWEEN REMOTE LEARNING AND COVER WORK

The setting of tasks for pupils to complete independently when a teacher is not available is cover work. This is appropriate in normal circumstances (i.e., the School is open) for a limited number of lessons because a teacher can follow up in person on the cover work and continue

teaching as normal thereafter. Remote Learning is not the same as cover work. It is more than the setting of independent tasks that the teacher checks pupils have completed.

Remote Learning entails teaching, guidance, feedback and the facilitation of learning, similar to in-class teaching.

Remote Learning ensures progress over the long-term, whereas cover work ensures progress in the short-term only.

Remote Learning entails all the core principles of our Teaching and Learning Policy, whereas cover work would not be expected to do so.

7 PLANNING FOR REMOTE LEARNING

The core principles of planning are:

- Planning should account for progression in terms of skills, knowledge and conceptual understanding. No work should be set to keep pupils busy.
- Learning Intentions and Success Criteria for the individual lesson should be made explicit to pupils. Learning should be as engaging and interactive as possible.
- The Learning Intentions should include a clear list of what tasks each pupil should have completed by the end of the lesson that can be referred to by parents supporting their children.
- Planning should also account for consolidation as well as new knowledge. Retrieval Practice and Deliberate Practice should be planned for as part of this. (Research shows that younger pupils who are less able to self-regulate their learning gain less from flipped learning-style tasks.)
- Planning should begin from where the pupils' learning has got to in normal on-site learning so that progress can be measurable.
- Be mindful of how much screen time pupils will be exposed to and try to include non-screen-based activities where possible.
- The School could be closed for many weeks. The level of work teachers set, and the amount of feedback teachers give needs to be suitably challenging but also sustainable. Experience from other schools shows that in the initial period of remote learning too much work is set, making it unmanageable for pupils and teachers.
- Teachers should plan for less than a 50-minute lesson. 40 minutes is more realistic given variable internet speeds, pupils needing to access tasks, find resources etc.

8 REMOTE PASTORAL CARE, SAFEGUARDING AND CHILD PROTECTION

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To ensure that our pupils receive outstanding and ongoing support during National Lockdown, our remote provision will continue to adhere to our five priorities in Pastoral Care, Safeguarding and Child Protection:

8.1 EVERY PUPIL IS KNOWN, LIKED AND VALUED

Every Forest School pupil has three people directly responsible for their care, their Tutor, Head of House and Head of Section. This remains the case whilst we are working remotely. Pupils and their parents should feel free to e-mail Tutors (in the first instance), Heads of House and/or Heads of Section at any time. All e-mails will receive a reply within 24 hours.

8.1.1 Daily Expectations for Tutors

Every Tutor will 'meet' with their Tutor Groups daily. Tutors will login to Teams at 8:35am and Tutor Time/Start of Day activity will formally commence at 8.40am. Tutor Time will conclude each morning at 8:55am and these arrangements apply to all year groups, i.e. Y7-Y13 inclusive. All pupils are expected to attend. All Tutors will be 'live' at this time and will interact with their tutees via Microsoft Teams. This can be text-based (live chat) or Teams Video or Teams Audio. Suggested best practice would be for Tutors to vary the approach within Teams throughout the week. Tutors must ensure that they interact with every member of their Tutor group over the course of each week. Parents are asked to help ensure that all pupils engage positively and frequently with their Tutors and Heads of House.

Some additional points:

• All staff are required to read the updated addendums to the Behaviour Policy and the Safeguarding and Child Protection Policy
• Heads of Section and Heads of House may conduct 1:1 meetings with pupils via Teams. Tutors should not conduct 1:1 Teams meeting with pupils. Of course, Tutors may well be invited to join meetings with HoH and/or HoS.
• Sixth Form 1:1s will revert to remote pods (min. 3)
• As ever, all communication (beyond a very simple transaction) should be recorded on iSAMS via Admin groups with 'need to know' colleagues copied in. Safeguarding and Child Protection matters must be logged via CPOMS.
• If any aspect of the delivery of high impact pastoral care or safeguarding and child protection requires clarification, please do not hesitate to contact Mr Kayne, Deputy Head Pastoral by e-mail JHK@forest.org.uk or by mobile 07818 543 680 (as per staff lanyards).

8.1.2 Daily Routines (commencing Tuesday, 12th January 2021)

	LS	MS	SF
Monday	Virtual Chapel and Tutor Time	Virtual Assembly and Tutor Time	Virtual Assembly and/or Tutor Time

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Tuesday	Virtual Assembly and Tutor Time	Virtual Chapel and Tutor Time	Virtual Chapel and Tutor Time
Wednesday	Tutor Time - Wellbeing	Tutor Time - Wellbeing	Tutor Time – Catch up
Thursday	Week A: Tutor Time (Y7) and HoH Time (Y8) Week B: Tutor Time (Y8) and HoH Time (Y7)	Tutor Time - T & L	Virtual Assembly and/or Tutor Time
Friday	Virtual House Meetings		

8.2 EVERY PUPIL FEELS SAFE AND SECURE

Please rest assured our Safeguarding Team will continue to work in the best interests of all children at Forest School. Pupils and parents are encouraged to contact the team at any time if they wish.

Pupil Wellbeing and Earliest Intervention

Frequent interactions between pupils, parents and core teams (Tutors, Heads of House and Heads of Section) will be critical to promoting wellbeing, positive mental health and earliest intervention.

The following advice has been issued to all sections:

Looking after yourself during remote learning
FOREST SCHOOL LONDON

- Stick to your usual School routine, as far as possible

- Stay in the mindset of working the School day

- Use Teams to keep in touch every morning with your Tutor and Tutor group

- You can always email your Tutor, Head of House and Head of Section

- Remember the 3 pillars supporting wellbeing: nutrition, sleep and movement

And don't forget to check out our digital partners for online support

Place2Be | kooth | MEE TWO | PAPYRUS

Mental Health and Wellbeing Signposting
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Place2Be – Improving children's mental health — Place2Be – Text P2B to 85258 for free, confidential support via text. Available 24/7. In partnership with Shout and Crisis Text Line.
www.place2be.org.uk/text

On Kooth you can — Kooth – Free online counselling through instant chat messaging. 12pm-10pm weekdays, 6pm-10pm at weekends.
www.kooth.com

MEE TWO ®MentalHelp — MeeTwo – Fully moderated app for young people, providing peer support, expert help and links to UK charities and helplines. Users must be 13 or older.
www.meetwo.co.uk

HOPELINEUK text and email services — Papyrus Hopeline – Confidential support to young people with thoughts of suicide and anyone worried about a young person.
call 0800 068 4141

8.2.1   Place2Be

Amanda Gale (our Place2Be School Project Manager) will continue to provide excellent remote provision. We are able to continue with remote 1:1 clinical counselling (upon completion of the assessment process) and the self-referral aspect of our service, i.e., Place2Talk. 1:1 places are processed and gatekept by Heads of Section. Amanda will be in touch with pupils who have commenced 1:1 during the course of week commencing 12th January.

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8.2.2 Place2Talk

Place2Talk is our self-referral service that enables children to book to see our School Project Manager for 15-20 minutes to work through something that is on their mind. It is not clinical counselling and is more solution focused. Pupils can request a Place2Talk slot at any time by sending an e-mail to place2talk@forest.org.uk. Place2Talk appointments will be conducted by Amanda via Teams.

8.2.3 Place2Be Text Support (for pupils)
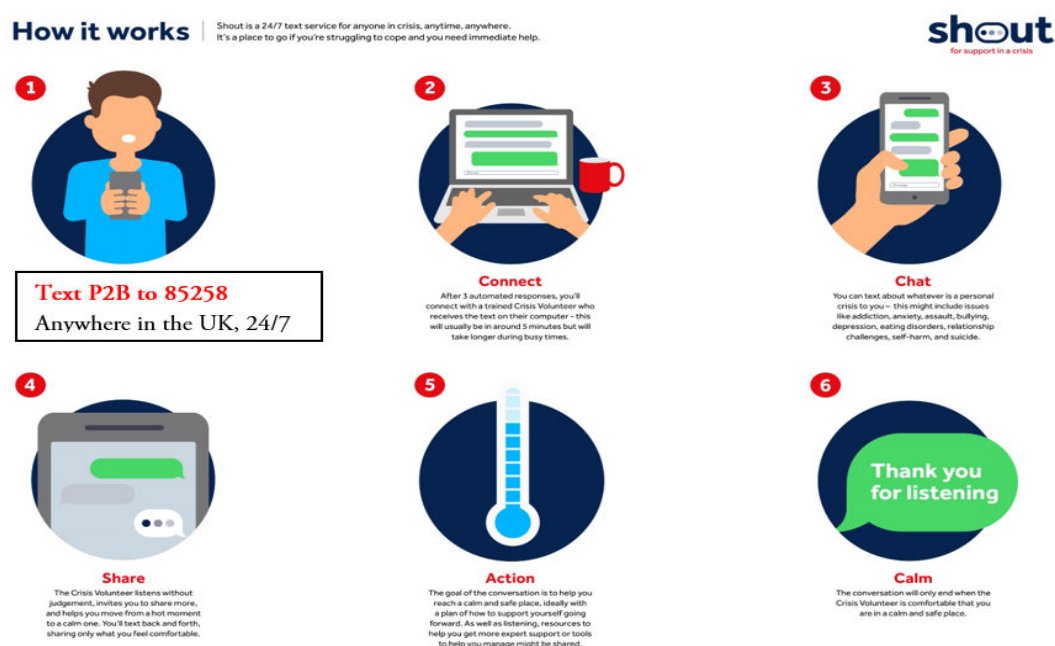
8.2.4 Place2Think

As ever, staff can request a Place2Think appointment via the e-mail address place2think@forest.org.uk. Amanda will conduct sessions remotely via Teams or phone.

8.2.5 The School Chaplain

Our chaplain, Mrs Parrales is a very important member of our team in pastoral care. She is very happy to liaise directly with pupils and/or their families at any time and we would encourage families to do so, if they wish. Our Chaplain will, of course, be delivering and providing the materials for Virtual Chapel Services. The Chaplain will also be added to Twinned House Teams on rotation so that she can interact with pupils.

8.2.6 Wellbeing Education

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Mrs Hall will continue to run a programme of Wellbeing Education for Years 7-9 inclusive and Personal Decision Making for Y12.

8.3 PUPIL VOICE

We will undertake our 6th Pupil Wellbeing Survey towards the end of January. Pupils will be asked to complete a very simple wellbeing survey which is likely to include the following questions:

(i)   How would you rate your current wellbeing (10-1)?

(ii)   Is there anything in terms of mental health and/or wellbeing that you are finding particularly challenging?

(iii)   Is there anything, from a pastoral perspective, that the school could do to assist you currently?

(iv)   Would you specifically like to request a check-in from your Tutor and/or Head of House?

In relation to (i), any scores of 4 or below will trigger a check-in (co-ordinated by Heads of Section).

8.4 PRO-ACTIVE AND POSITIVE COMMUNICATION

This is crucial to ensuring we provide high impact pastoral care remotely. We hugely value our professional working relationships with parents and we are absolutely determined to work in close collaboration to fully support all members of the Forest community.

Lastly, as ever, if any pupil or parent/carer wishes to discuss any aspect of high impact Pastoral Care and/or Safeguarding and Child Protection, please do not hesitate to contact Mr Kayne directly jhk@forest.org.uk

9 FOREST REMOTE CO-CURRICULUM

Despite being physically separated and not on site, Forest is still very much committed to our core value of an excellent 360° provision for all our pupils. As with the comprehensive plans for remote learning with regards to academic subjects and pastoral care, we are continuing our Co-Curricular programme to help ensure pupil development in this key area whilst at home.

Our 'Virtual Co-Curriculum' for pupils who are being taught remotely will include a full programme of PE and Games as per their timetable, the continuation of individual Music lessons, speech and language sessions as well as a programme of online clubs and societies.

We will also be providing an extensive Activities programme, full of choice and exploration, in-line with our aim to give our pupils opportunities to grow and develop in the five key areas: creativity, culture, careers, community and challenge.

As an extended Forest community, we are all very aware of the importance of a well-balanced, holistic developmental pathway for our pupils. For the duration of the remote learning provision, Miss Van Praagh will be sending weekly briefings to pupils to help them to explore and engage

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with the Co-Curriculum. These will also include events, projects, 'live' talks from guests and much more.

During periods of remote learning, where pupils are separated from their friends and have interrupted access to usual school-based activities, we ask parents to encourage their children to take part in our 'Virtual Co-Curriculum' and to continue to develop those areas of interest which complement their Forest academic education.

10 ACCESSING REMOTE LEARNING FOR REASONS NOT RELATED TO COVID-19.

Students and parents at Forest may request to access remote learning for reasons not related to COVID-19.

To be clear, remote learning is not an appropriate long-term substitute for physical, on-site learning. The student experience at Forest transcends academic learning and we want to ensure that all our pupils have access to our fantastic site, the collegiate environment, pastoral support, and the daily opportunities that are part of Forest life and which are difficult to translate to an online platform. Studies have also proven that remote learning, even when based on a hybrid pedagogical model, is not as effective as in-person learning for children of school age. School attendance is mandatory for all pupils of compulsory school age.

We are aware, however, that students may wish to access remote learning for reasons pertaining to long-term illness and severe injury which might preclude physical school attendance.

The process for requesting access to remote learning for reasons not related to COVID-19 is as follows:

- A parent should submit a request for remote learning, in writing, to the School Office, or directly to the appropriate Head of Section.
- The Head of Section and Deputy Head Academic will discuss the specific case and reach a conclusion.
- In situations where we feel that we might want further medical evidence to support the decision then we might ask for it.
- The conclusion will be communicated to the parent via the Head of Section or Deputy Head Academic.
- The relevant Head of Section will inform teachers of the decision and ensure that they cater for the student going forward.

Where a student has a short-term illness, and is too unwell to attend school, the normal absence policy applies. In such circumstances students will not be eligible for access to remote learning.

11 AV1 ROBOT AND REMOTE LEARNING

Pupils with persistent or long-term absence may be supplied with an AV1 Robot by their relevant Local Authority to support their learning. The AV1 device is owned and operated by the Local Authority and Forest School does not own or operate its own fleet of these devices. Due

to the cost of an AV1 Robot device we do not consider this to be a 'reasonable adjustment' and it is not a part of our core provision.

The AV1 Robot is an app-linked telepresence device fitted with a camera, speaker, and microphone. This opens a two-way audio and one-way visual channel between the student and their classmates, allowing them to learn alongside their peers and maintain social contact with their friends without the obligation to appear on camera themselves. It sits in the classroom in place of the child, and they can join in lessons by listening, watching the teacher, asking questions, and participating in discussions.

End-to-end encrypted video stream

All data is encrypted

Mobile / Tablet

Privacy and safeguarding

Live streaming
AV1 transmits a live stream, from the AV1 to the AV1 users' tablet. This means that no data is recorded. The live stream is end-to-end encrypted, meaning it is impossible for any external party to access the video/audio sent from the AAV1. It is not possible to record when using the AV1 app. If attempted and dependent on the device, the stream will automatically terminate, or the company will receive a notification and reserve the right to deactivate the AV1.

One user
The first time the user connects to their AV1, they use a one-time keyword. They create a secret PIN. The terms of the app state that parents/others are not allowed to connect to AV1, and this is considered a breach of contract if they do so. The user can only be connected to one device at a time and must use a new one-time keyword if they are to change device. They then lose access to the other device.

Guidance for use:

- The Learning Support Department has custody of the AV1 devices which are provided by the Local Authority.
- All communication between parents/pupils and school/teachers continues by e-mail.
- The pupil must trial the AV1 in school with the relevant staff members, so they learn how to access it at home.
- Those teachers who have the AV1 within their classroom are told individually of its use and presence.

- The parents and carers of the class will be informed that the AV1 will be positioned in the classroom but no further information in relation to the pupil or their need will be disclosed.
- The AV1 is taken to the classroom and collected at the end of a lesson by a dedicated staff member.
- The AV1 should be placed on the desk, facing where the teacher is standing and able to view the board- it should not be used to view other pupils.
- It is used for educational purposes and not as a means for parents/others to comment or make judgement on lessons

12 IMPLICATIONS FOR FEES

The provision of remote learning, even for extended periods of time, does not impact on the fee status of a Forest School student. Parents and guardians are still liable for full payment of school fees as would be the case under normal circumstances.

13 ANNEX A: SOCIAL MEDIA USE – GUIDANCE FOR PARENTS

At Forest, we appreciate that social media platforms such as Facebook and WhatsApp and other similar forums can be an opportunity to discuss common themes or share practical information quickly and efficiently. However, within GDPR guidance it is not appropriate for parents to discuss their perceptions of a teacher's performance in a remote lesson or comment in any way on other pupils present in the class individually or collectively. The School's duty of care to pupils and staff requires us to protect them in this way. It is important we as a School maintain the classroom 'as a safe learning space' where pupils and staff alike can share ideas and speak freely without fear of judgement. It is therefore key that we maintain a teaching environment where pupils do not feel inhibited by the presence of anyone else in the virtual classroom whilst we are delivering teaching and learning remotely with pupils accessing the classroom from their own homes. And we ask for parents' understanding in playing their part in establishing this learning culture.

As always, our duty of care to pupils and staff also specifically requires us to protect them from any comments being made via social media and other online forums. At an institutional level, it is also our responsibility to protect the reputation of the School in the face of any inaccurate criticism. Parents will also be aware that the Entry Acceptance Form constitutes the contract parents sign with the School when their child joins Forest. Please note the following sections:

Section 7(c) has been amended and now reads: 'your behaviour or conduct (or the behaviour or conduct of one of you), including online behaviour: is unreasonable; and/or adversely affects (or is likely to adversely affect) your child's or other children's progress at the School,

or the wellbeing of School staff or pupils; and/or brings (or is likely to bring) the School into disrepute: and/or is not in accordance with your obligations under this contract where we have cancelled this contract under Clause 14 below.'

Section 9(b)(i) now reads: 'Maintaining a constructive relationship with School staff and pupils (including where the School is exercising its rights and performing its obligations under this contract).

Our communications always ask parents to contact the School directly if they have any concerns about their child's performance in School or if, as many of you have already done this week, you wish to share news of your child engaging positively with and enjoying remote learning experience while self-isolating until their return to School.