THE BISHOP OF LLANDAFF
DISTANCE LEARNING GUIDANCE

1. Introduction

1.1 'Distance learning' is intended to refer to any learning which takes place remotely. The guidance document has been established in light of the Welsh Government continuity of learning 'Stay Safe. Stay Learning' programme.

1.2 The guidance document has also been established in light of the review of the evidence on remote learning published by the Education Endowment Foundation (EEF) as part of their package of resources to support schools, during periods of full and/or partial closure.

1.3 Distance learning can take place in two forms

   a) **Asynchronous**: Students complete activities independently, at different points in time, based on their own wishes and/or home circumstances; and

   b) **Synchronous**: Students complete activities with multiple students and teacher(s) at the same time, usually online.

2. Recognised Benefits

2.1 It is recognised that asynchronous approaches to learning provides greater flexibility and can be easier for staff, parents/carers and students to manage at home.

2.2 Synchronous approaches to learning, such as live video streaming (also known as 'live-streaming') may be practical and appropriate in certain circumstances. This is particularly the case in support of student engagement and wellbeing. Synchronous or 'live-streaming' lessons with students can also be very useful for maintaining contact with students and staff. The use of 'live-streaming' of lessons can be well used in areas where access to particular courses or subjects is limited. This may be for geographical reasons; an advantage being that feedback to learners and assessment for learning is instant and interactive.

2.3 The Education Endowment Foundation's rapid evidence assessment examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of students while schools are closed due to Covid-19. A copy of the evidence assessment is available here.

2.4 The EEF's findings conclude that when implementing strategies to support students' remote learning, or supporting parents/carers to do this, key things to consider include

   - Teaching quality is more important than how lessons are delivered;
   - Ensuring access to technology is key, especially for disadvantaged students;
   - Peer interactions can provide motivation and improve learning outcomes;
   - Supporting students to work independently can improve learning outcomes;
   - Different approaches to remote learning suit different types of content and students.

3. Interim Approach to Distance Learning and Contact

3.1 On 20th March 2020, the Education Minister announced the forced closure of schools in Wales and repurposing of education. Since this period of time, the school has been providing distance learning to students on a weekly basis. This has been exclusively using the asynchronous approach.

3.2 Each department has been responsible for creating distance learning for all year groups, which is quality assured by the relevant head of department. Work is then further quality assured and coordinated by the member of the leadership team, responsible for curriculum, learning and teaching. Once this work has been quality assured it is then published on the school website as a single document.

3.3 A distance learning schedule has been produced in order to support families with coordinating the day remotely. This can be found in Appendix 1.

3.4 Pastoral leaders have maintained regular contact with identified students who would normally access face-to-face contact during school. In some cases, this has been via synchronous approaches, using video conferencing through online programmes within Microsoft 365, such as Microsoft Teams. This has supported an interactive experience and an opportunity to engage in a safe and accessible way.

4. Approach from September 2020

4.1 The Welsh Government guidance is clear that accountability for distance learning rests with individual schools. For The Bishop of Llandaff CiW High School, this means the Executive Headteacher and

governing body. Therefore, the school's decision on their approved approach to distance learning has been made in light of this guidance, along with additional guidance provided by the local authority.

4.2   When considering the findings of the independent research, as summarised in 2.4, the school's approach to distance learning will, in nearly all cases, adopt an asynchronous approach. This will permit students to undertake work independently, at a pace suitable to their needs, as well as supporting the delivery of content in a more flexible manner.

4.3   While there have been many strengths to the interim approach to distance learning, it is recognised that limited interaction with staff may have a limiting factor to motivation and the quality of learning taking place. As a result, the school will attempt, where possible, to make asynchronous approaches to learning from September more interactive. This is likely to include classroom teachers providing accompanying videos and/or voice overlays to the planned resources in order to support deeper understanding through providing greater clarity of instruction and feedback for understanding. An overview of this approach is outlined in Appendix 2.

4.4   In line with the school's learning and teaching policy, teachers will provide feedback to students via the approved platform for learning eg. Microsoft Teams and/or Google Classrooms. This will mirror the approach adopted in normal circumstances ie. WWW (What Went Well)/EBI (Even Better If)/EBR (Even Better Response).

4.5   In some circumstances, the school recognises that, it may be appropriate to engage in 'live-streaming'. However, the underlying principles should be recognised

    a)   Any 'live-streaming' should only be conducted on a voluntary basis. No staff member will be expected to deliver learning in this way. Similarly, the school will not direct any preferred approach nor encourage a preferred model of learning as a result of requests from students and/or families;

    b)   'Live-streaming' of lessons may **only** take place in the following circumstances

       •   for sixth form lessons, where a teacher believes a synchronous approach, involving multiple students, to learning is essential; and/or

       •   at GCSE level, where a synchronous approach is an essential requirement of the assessment framework eg. group-discussion as part of non-examined assessment.

    c)   The school will provide training to any staff member who wishes to engage with 'live-streaming' to ensure safeguarding protocols are maintained;

    d)   All 'live-streaming' of lessons and/or contact with students will only be carried out using a school issued device on Microsoft Teams. There is an expectation that these sessions must be recorded, for safeguarding purposes only; and

    e)   Agree the 'live-streaming' with line manager eg. head of department and/or leadership team to make them aware of the planned timetable of all lessons.

5.   'Live-stream' User Agreement

5.1   Prior to any 'live-stream' of a lesson, parents/carers will sign a user agreement. These will confirm the roles and responsibilities of all parties concerned.

5.2   Teachers agree to

    •   Only conduct a 'live-stream' lesson using a school issued device and via Microsoft Teams;
    •   Be clear about the roles and responsibilities with students at the outset of all lessons;
    •   Notify their line manager, students and parents/carers of any scheduled lessons, cancelled lessons or changes in arrangements;
    •   Ensure that they keep themselves up-to-date with all relevant policies and procedures, including online safety, safeguarding and data protection policies; and
    •   Prevent a one-to-one situation at the end of an online class by disconnecting all participants from Microsoft Teams at the close of the lesson.

5.3   Students agree to

    •   Be punctual for all lessons;
    •   Access the relevant files for each lesson in advance and have the materials to hand
    •   Make sure they have all power adaptors and laptops/devices ready before the lesson begins and are logged into the session;
    •   Show respect for everyone in the online classroom. This includes muting audio when not speaking and using the 'raised hand' feature to seek attention;

- Dress appropriately for all classes, thinking about respect for others
- Ensure the location they log in from is appropriate, ie. give consideration to background, camera angle, privacy, etc;
- Seek to contribute to the class in a positive manner and not be disruptive at any time; and
- Not share images of the class.

5.4   Parents/Carers agree to

- Their child being part of a 'live-stream' lesson which will be recorded. The purpose of this is to safeguard those taking part in the lesson and/or share for effective practice only;
- Ensure their child conducts themselves in an appropriate and positive manner; and
- Ensuring their child does not share images of the class.

6.   Safeguarding

6.1   The safeguarding and welfare of students and staff is paramount and takes precedence over all other considerations.

6.2   Where staff make video recording and/or volunteer to 'live-stream' lessons, there is no expectation that staff reveal their faces as part of this approach.

6.3   Prior to any 'live-stream' of a lesson, teachers; parents/carers; and students will sign a user agreement. These will confirm the roles and responsibilities of all parties concerned.

6.4   As outlined in the Keeping Leaners Safe guidance, teachers have a duty to report children at risk (including online abuse) under section 130 of the Social Services and Wellbeing (Wales) Act 2014.

6.5   All staff are expected to follow standards safeguarding procedures and report any concerns to the Designated Senior Person (Safeguarding), as they would normally.

Appendix 1: Distance Learning Schedule
The following document was designed to support distance learning during the period of school closure. This model is broadly similar in the hub provision, albeit timings differ.

Time	Activity	Details
8.15am	Wake up	Make your bed; shower; get dressed – no need for school uniform
8.40am	Breakfast	Most important meal of the day… Make sure you wash your hands
9.00am	Exercise	If you can go for a walk (maintaining social distancing) then great. If not, why not try some in house exercise @thebodycoach
9.30am	Break	Stretch and relax eyes… check social media *only* if you have to! Then wash your hands
9.50am	Learning Time	**Core Subject:** Complete tasks for one of either English; mathematics; science
10.40am	Break	Stretch and relax eyes… check social media only if you have to! But then wash your hands
11.00am	Learning Time	**Core Subject:** Complete tasks for one of your other core subjects
11.50am	Learning Time	**Non-core Subject:** Complete a task from one of your non-core subjects. Remember there are plenty to choose from!
12.40pm	Lunch	Grab a light snack… once you have done this then get in touch with your friends. Telephone; FaceTime; Skype; WhatsApp BUT do not go and visit them! Stay home! But then wash your hands
1.30pm	Learning Time	**Non-core Subject:** Complete a task from one of your other non-core subjects
2.20pm	Break	Stretch and relax eyes… check social media *only* if you have to! Then wash your hands
3.10pm	Learning Time	**Core Subject:** Complete tasks for the final core subject of the day!
4.00pm	Free Time	Give yourself some time to **relax**… this will vary for each person. However, it could involve playing on your games console; reading a book; doing something creative, like drawing or playing an instrument. Something which you know will *help you relax*
5.00pm	Dinner	**Eat** and then try and spent time with your loved ones. If you haven't already then contact some friends but remember to maintain social distancing
6.00pm	Reading Time	It is important that you continue to develop your **reading skills**. So spend 20-25 minutes reading; the other 5-10 minutes should be used to check any vocabulary you are unfamiliar with
6.30pm	Be Kind Time	Naturally, everyone is likely to be worried and frustrated at the moment. Use this time to **be nice/kind** to someone… it could be by helping out around the house or sending a friend, family member or a teacher a kind message. This might cheer up someone's day
7.00pm	Relax	Why not consider having a go at some mindfulness techniques (from the charity 'Mind'). However, if you have followed the guide then you would have done well and will probably be tired. Rest up, have a good night sleep and repeat tomorrow! And don't forget… wash your hands!

Appendix 2: Overview of Approach to Distance Learning

Distance Learning Model
The model for learning we use is based on The Accelerated Learning Cycle. It is designed to incorporate much of the latest thinking around how students make the most effective progress. This approach fits neatly into a model which can be adapted for **asynchronous** (independent) lessons where students can pause a pre-recorded video to complete tasks at their own pace; or **synchronous** (group) learning sessions where a teacher provides 'live' support/instruction.

1. **Connect and Engage ("Why")**
   This would introduce the topic of the lesson. It could, for example, be a teacher speaking over a PowerPoint resource, describing any aims or process of learning for the lesson. In some cases, this may include a short quiz to establish recall of prior knowledge.

2. **Explanation and Model ("We Do")**
   This would involve a teacher providing input to explain new learning and/or model understanding. For example, this could involve a visualizer to illustrate a worked example.

3. **Process and Demonstration ("You Do")**
   Students are given an opportunity, similar to a normal classroom environment, to attempt a task or series of tasks to complete. For example, the teacher may ask the student to pause the video to begin the work. This may involve subsequent materials, such as additional slides and/or research using the internet to complete task(s).

4. **Review and Improve ("Understand")**
   At this point, the teacher will review progress by describing common misconceptions. Using a visualizer, strategies, such as 'My Favourite Mistake' can be demonstrated along with WAGOLLs (What A Good One Looks Like) to support student understanding. At this stage, it may be appropriate for the student to revisit steps 1, 2 and/or 3 to grasp the learning more effectively.

   Work may be submitted, where required using described format eg. Microsoft Teams and/or Google Classrooms. Teacher may then provide feedback individually and/or as a group.

Key Considerations for staff when 'Live-Streaming'
In line with Welsh Government guidance, teaching staff should

- Consider the purpose, benefits and limitations of a 'live-streaming' lesson;
- Establish if an alternative method is more appropriate, eg. if a demonstration is planned, perhaps a screen recording may be more suitable;
- Consider availability of students. For example, will all learners be available, will some need to join or leave at different times?;
- Assess the length of a 'live-streamed' lesson and whether is appropriate for students;
- Check the availability/strength of each learner's network connection;
- Provide suitable notice to students and parents/carers that a 'live-streaming' will take place;
- Agree the 'live-streaming' with line manager eg. head of department and/or leadership team to make them aware of the planned timetable of all lessons;
- Check whether students have access to any specific software applications required (this can be facilitated through the Hwb platform);
- Reflect on the timing and delivery of tasks, as some students may require more time than others; and
- Ensure appropriate protocols are in place for all students involved in 'live-streaming' of lessons. This will set out clear expectations and identify actions that will be taken if the agreement is broken.

Professional conduct
Any 'live-streaming' should be done on a voluntary basis. Teachers who choose to 'live-stream' should continue to work in the same professional manner as they would in the classroom. This means

- Adhering to professional standards of dress when in front of the camera;
- Ensure there is always at least two members of teaching staff online and present at all times during any 'live-streamed' lesson;
- Not have one-to-one live-streaming lessons with students;

- Be conscious that in an online environment remarks are being heard by a number of students and could be easily misconstrued;
- Ensure they end the session for all participants, ensuring learners are not left alone and unsupervised in a session the teacher has left; and
- Be mindful of the need for confidentiality; especially if you are 'live-streaming' a lesson from a venue where other adults or children are present.
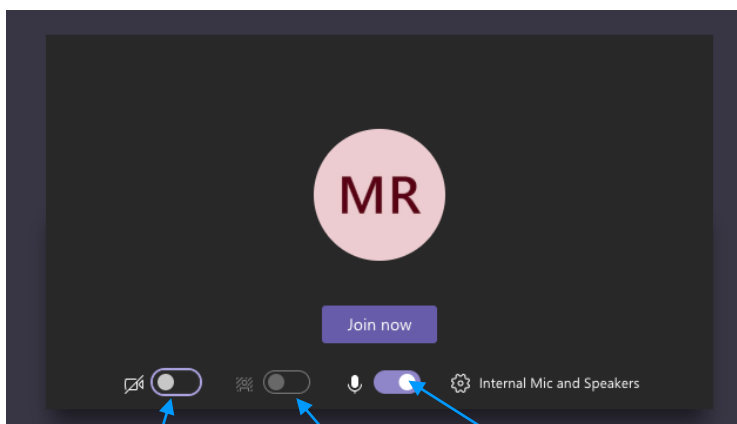
Recording 'live-stream' lessons

For safeguarding purposes, all 'live-stream' lessons must be recorded. There is a recording facility available in Microsoft Teams to support with this. The purpose of recording is to ensure safety of students and staff only. A recording of the lesson would not be shared with other staff, unless to capture effective practice (with the agreement of the teacher) and/or as part of any safeguarding procedures. Under no circumstances will a recording be used to evaluate teacher performance.

As a 'live-stream' recording constitutes personal data, parents/carers must give written consent that their child will be recorded for the purposes outlined above.

Microsoft Teams

The most effective approach to Microsoft Teams is using the desktop application. This is available for Microsoft and Mac devices https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app

1. Useful Tools/Protocols: Prior 'live-stream' lesson

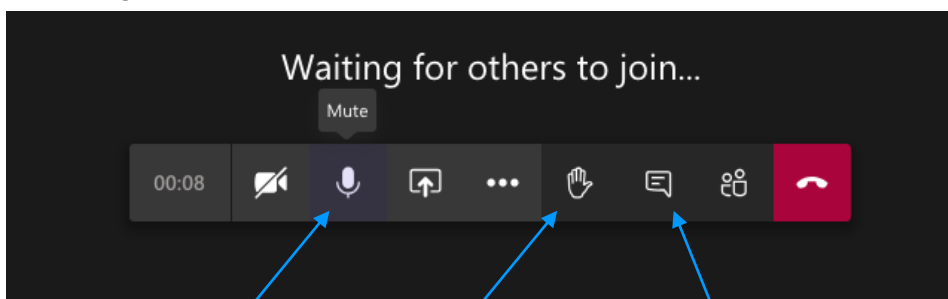The video feature for students should be disabled, unless when speaking. This improves access to the 'live-stream; and maintains stronger internet connection

All students must blur background. Teachers must provide an alternative background, accessible via setting

Prior to joining the 'live-stream' all members of the group should 'test' their microphone and speakers

2. During the 'live-stream' lesson

Microphones should remain 'mute' until invited to speak by the teacher

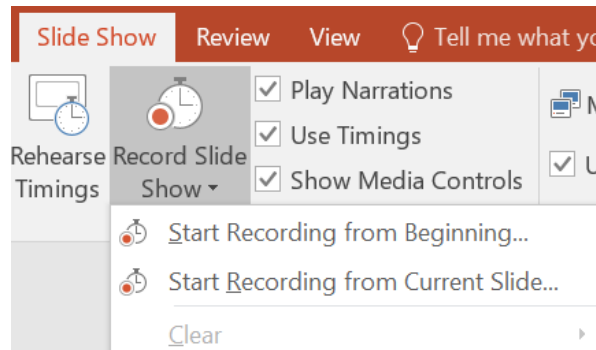To speak, students should use the 'raise hand' feature and wait until being called upon

Students and staff can make use of the 'chat' feature to provide feedback and/or ask questions

Appendix 3: Support for Record a slide show with narration and slide timings

Narrations and timings can enhance a web-based or self-running slide show. If you have a sound card, microphone, and speakers, and (optionally) a webcam, you can record your PowerPoint presentation and capture narrations, slide timings and ink gestures.
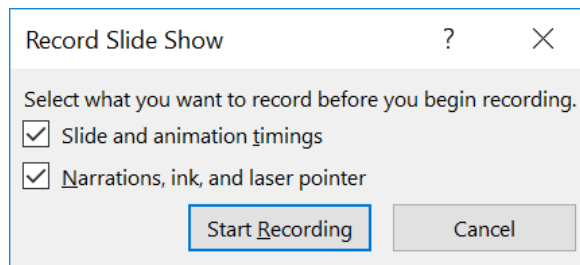
After you have made the recording, it's like any other presentation that can be played for you or your audience in Slide Show—or you can save the presentation as a video file to support asynchronous learning.

1. To get ready to record, select **Record Slide Show** on either the **Slide Show** tab or the **Recording** tab of the ribbon, depending on your version of PowerPoint.

    • Clicking the upper half of the button starts recording on the current slide; and
    • Clicking the lower half of the button gives you a drop down box with the option to start recording from the beginning (recommended) or from the current slide.
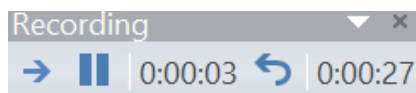

(The **Clear** command deletes narrations or timings, so be careful when you use it. **Clear** is greyed out unless you have previously recorded some slides.)

After selecting **Start Recording from Beginning...**, the following options appear. Keep both options ticked and click **Start Recording** to begin.
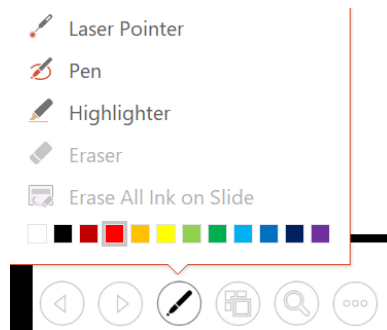

The slide show opens in the Recording window (which looks similar to Presenter view) and recording has now started. The following instructions will guide you through the recording process
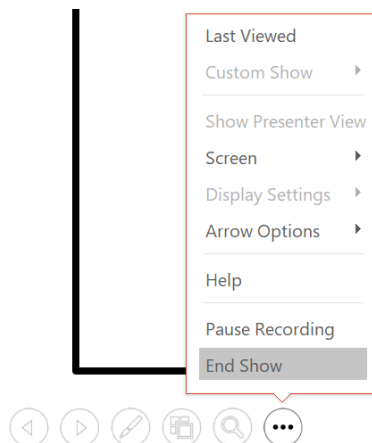
    • The current slide is shown in the main pane of the Recording window;
    • Use the left and right arrows on your keyboard to move to the previous and next slides;
    • PowerPoint automatically records the time you spend on each slide, including any animated text or object steps that occur as well as the use of any triggers;
    • You can record audio or video narration as you run through your presentation. This will also automatically be added to your presentation. The timer in the top left shows you how long you've spent on each slide as well as the total recording time. There is also a pause button allowing you to pause all recording and a back button which allows you to repeat all recording since you last changed slides. This should be used to avoid restarting a whole recording if a mistake is made mid-way through.
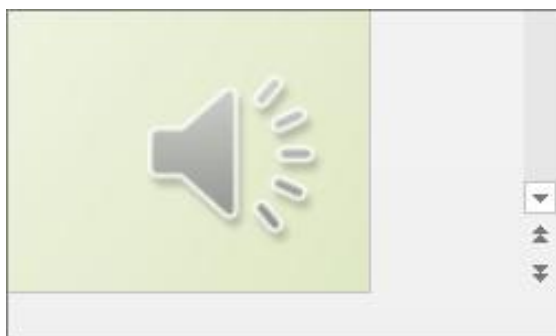
2. You can pick a pointer tool (laser pointer, pen, highlighter or eraser) from the array of tools in the bottom left corner of the current slide by clicking the pen icon. Once selected, there are colour selection boxes for changing the colour of the ink. Eraser is greyed out unless you have previously added ink to some slides. Any use of these will be added to your presentation. The arrow buttons allow you to navigate between slides; the window pane button allows you select any slide in your presentation; and the magnifying glass allows you to zoom in on a specific part of a slide.

3. To end your recording, click the button with the three dots; this will open a menu with an option to end recording. When you click this, all narration, slide changes and any use of pens will be saved.

A small picture will also appear in the lower-right corner of any slide you have recorded over. The picture is an audio icon, or, if the web camera was on during the recording, a still image from the webcam.

The recorded slide show timing is automatically saved. In Slide Sorter view, the timings are listed beneath each slide.

In this process, what you record is embedded in each slide, and the recording can be played back in Slide Show. A video file is **not** created by this recording process. However, if you need one, you can save your presentation as a video as detailed below.

Preview the recorded slide show
On the Slide Show tab, click From Beginning or From Current Slide.

During playback, your animations, inking actions, audio and video will play in sync.

Saving your presentation as a video

Once you have narrated over your presentation, you can easily save it as a video. Click File then Save As and select where you want to save your video. Instead of saving as a presentation, click the drop down menu of Save as type, select MPEG-4 Video and click save.

Be prepared to wait slightly longer than you usually would as saving as a video takes time.

Recording tips

Recordings are added to the presentation on a per-slide basis, so if you want to change a recording, you only have to re-record the affected slide or slides. Also, you can rearrange the order of slides after recording without having to re-record anything. This also means it's easy to pause for a break while recording a presentation.

- PowerPoint doesn't record audio or video during transitions between slides, so don't speak while advancing the slide. Also, include a brief buffer of silence at the beginning and the end of each slide to make the transitions smooth and ensure that you don't cut off audible narration while transitioning from one slide to the next.
- You can't record narration in PowerPoint for the web. Use a desktop version of PowerPoint to record your narration.