



Mill Hill

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Remote Learning Policy

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1. Online Learning Protocol for Pupils
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This policy should be read in conjunction with:

- Acceptable Use of Digital Technology and Online Safety Policy
- Attendance and Punctuality Policy
- Data Protection Policy
- Policy to Promote and Safeguard the Welfare of Children who are Pupils at the Foundation
- Promoting Positive Behaviour Policy

This policy draws on recommendations made in the following:

- Government guidance
<https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>
<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
- The Education Endowment Foundation (EEF) research evidence on supporting pupils to learn remotely
<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely>

1. Rationale

In the event of a school closure, the school is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. This policy also covers the ongoing education of pupils who cannot be in school but are able to continue with their education online when the school remains fully open.

Remote learning may also be appropriate in situations when pupils, in prior agreement with the school, have a period of absence but are able to study at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.

This policy also takes into consideration those staff who may need to stay at home or otherwise unable to come to school but are able to teach remotely.

2. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Ensure that pupils continue to make progress in their learning whether they are at school or at home
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

3. Roles and Responsibilities

Remote Learning Lead

The Head of Digital Learning is responsible to the Head for formulating and overseeing the Remote Learning Policy. Any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to the Head of Digital Learning in the first instance.

The Remote Learning Policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning, owing to widespread illness, for example.

4. Preparing for Remote Learning

4.1 Remote learning for short periods

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the pupil will be able to access the lessons remotely. If this occurs for an individual pupil, communication with Housemaster/House Parent/ parents will be coordinated by the pupil's tutor. The pupil's subject teachers will use Microsoft Teams to allow pupils to attend their classes remotely.

4.2 Remote learning for extended periods

Pupils will have the opportunity for face-to-face interaction with their class teacher.

As far as is possible the school will attempt to replicate the timetable that pupils follow through the course of a normal school day. Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Deputy Head if this is not possible.

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular online lessons from subject teachers (via Microsoft Teams > Team > Join meeting).
- Pupils will have access to work that allows them to continue progress while at home. Pupils will complete work electronically (via Microsoft Teams > Team > Class Notebook).
- Homework and feedback will be sent to pupils electronically and pupils will submit their homework to teachers also electronically (via Microsoft Teams > Team > Assignments).
- Assessment will be monitored by video conference. Pupils will join the respective class and join online meetings that will allow teachers to invigilate pupils while an assessment is taking place (via Microsoft Teams > Team > Join meeting).
- Regular direct instruction from subject teachers, with the ability of pupils to ask questions online (via Microsoft Teams > Chat).

Pupils and teachers are expected to have access to the internet whilst at home; the school will not require the printing of material.

The primary platform the school will use to deliver continuity of education is Microsoft Office 365 (mainly Teams, OneNote and Stream), accessed via the relevant app (see Apple Store), desktop application, or via the URL, <https://www.office.com/>.

Access to these platforms is via a pupil's normal school login (username and password); if pupils have difficulty with logging in, they should contact their tutor, who will liaise with the school's IT support.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

We are mindful of the challenges of operating in an unfamiliar environment and some subjects and activities do not lend themselves well to remote learning. Two examples are P.E. and Drama. In P.E., pupils who are not in school will be asked to complete workouts on the Sworkit app (all pupils have access to this free subscription). The PE teachers will also conduct online lessons over Teams, focussed on utilising technology to carry out tasks in skill acquisition, strength & conditioning and analysis. In Drama, lessons will have a literacy focus based on storytelling (fairy-tales, narration, etc.). If teaching is not conducted in Science labs, Science lessons will be primarily theoretical. However, practical skills are an equally important aspect of Science and, where necessary, lessons may have a practical component which will focus on those skills which can be practised remotely. This includes skills such as planning, recording observations and measurements, analysing results, assessing validity, drawing conclusions, and reflection.

5. Synchronous Learning and Asynchronous Learning

When a teacher and pupils are present at the same time, synchronous learning will take place. Real-time interaction between the two can either take place via in-person classes for those pupils in school, or via live online lessons for those pupils at home. Synchronous learning can also include drop-in sessions where a teacher is available to support a pupil when they need it.

Asynchronous learning does not require real-time interaction. Examples of asynchronous learning are the posting of lesson activities or resources on to a remote learning platform, recorded instructions (either by the teacher themselves or via links to useful explanations on YouTube for example) or flipped learning where the pupils are required to engage with material before class discussions. Our remote learning programme may include elements of asynchronous synchronous learning but most of the learning will take place synchronously.

Microsoft Teams and Class Notebook are platforms that facilitate both synchronous and asynchronous learning, allowing for resources to be shared, teachers to provide and record online lessons, and pupils to ask questions in 'real-time'. Pupils will be expected to participate in all live sessions provided by their teachers. These live sessions can be particularly helpful as not only they facilitate communication, but also allow pupils to ask and respond questions via the conversation functionality (Meeting Chat) in Teams.

While most online learning will take place synchronously, pupils who are unable to attend lessons, for example due to time-zone constraints, will have asynchronous access to these lessons. All lessons will be recorded via the recording functionality (Start recording) in Teams and pupils will be able to access these videos via Office365 > Stream > My content > Videos.

6. Task Setting

6.1 Classwork

Subject areas will provide work in line with pupils' timetables through Class Notebook. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow pupils to progress at the same pace as if they were in school, where possible. Naturally, remote learning will require pupils and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure pupils do not fall behind. The nature of tasks set should allow pupils to learn independently, without the specific support of an adult at home.

6.2 Prep (Homework)

Teachers will set prep through the Assignments function on Teams. Prep will be set in accordance with existing Prep Timetable.

7. Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit.

Assessed work will be set using Assignments function on Teams, with clear due dates given to pupils for completion, thereby helping pupils to organise their time. Pupils and teachers should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Different ways of assessing pupils when learning remotely could include:

- Setting up regular check-ins and opportunities for pupils to ask questions and share work through Class Notebook, OneDrive or other collaboration tools.
- Providing pupils with information on how they might self-assess their skill development when setting learning activities (for example, use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation).

- Considering how to adapt formative assessment methods, and the ways in which evidence of pupil learning is collected (for example, this may include using digitally based strategies to formatively assess and gauge pupil progress).

The school preferred application for work assessment are both Assignments in Microsoft Teams and Class Notebook; however, in some specific cases, given the nature of a particular task, other applications could be used if teachers see these more appropriate for their assessing purposes.

8. Additional Support for Pupils

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from Learning Support or EAL coordinator.

8.1 SEND

In the event of a school closure, pupils on the SEN register will continue to receive their 1:1 support lessons via MS Teams. The Support for Learning Coordinator will also maintain regular contact with pupils identified as having SEND and their parents/guardians to offer assistance and support.

When delivering remote lessons, subject teachers must give due regard to the individual learning needs of each of their pupils. For pupils with special educational needs and disabilities (SEND), teachers must consider how to support pupils with specific provision on the SEND Register or as outlined in the pupil's Individual Learner Profile (ILP). In situations where an assessment or internal examination is set for a pupil, access arrangements should be made as far as is practicable; for instance, ensuring pupils entitled to extra time receive this.

8.2 EAL

When EAL pupils are learning remotely it is important to encourage them to engage in class discussions not only to encourage interaction but also to improve pupils' English speaking proficiency. Different ways to facilitate oracy in remote learning could include:

- Teachers should nominate pupils to ensure that all pupils have the opportunity to speak in lessons.
- The use of the Pose, Pause, Pounce and Bounce method helps ensure pupils learning remotely are engaged.
- Teachers should encourage pupils learning remotely to add to what other pupils have said as this will reinforce careful listening.
- The use of channels in Teams is a way to facilitate paired discussion.
- Discussion/oracy activities should always be carefully modelled by the teacher.
- Teachers should regularly check comprehension and understanding online through the use of Instruction Check Questions and Concept Check Questions. e.g. "What do you have to do?"
- Ideally, pupils should be given the materials before the lesson so they have time to look up unknown vocabulary (adopting a flipped approach), giving more time for discussion-based activities during the session.
- Teachers could provide exposure to listening texts in English by using the screen recording, audio and video recording functionality built in Microsoft PowerPoint.

8.3 Higher Achieving Pupils

Pupils identified as Higher Achieving Pupils, i.e. pupils with one or more abilities developed to a level significantly ahead of their year group are encouraged to reach their full potential, by teachers focusing on enrichment. Activities may include virtual field trips, videos, articles, mini-projects, and podcasts. Adding choice to learning opportunities will increase engagement.

The link below provides a list of resources to enhance enrichment in Higher Achieving Pupils: <https://digitalllearningmhi.edublogs.org/higher-achieving-pupils-resources-for-remote-learning/>.

9. Pastoral Care

During periods of remote learning, the primary responsibility for the pastoral care of a pupil rests with their Housemaster / House Parent. However, Tutors (under the guidance of the Deputy Head) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Tutors will be expected to pass on feedback to the Deputy Head, particularly if there are concerns or if there is a lack of communication.

During periods of self-isolation, Housemasters, House Parents, matrons, and resident staff will check on boarders regularly, and the Counsellors are also on hand to support boarders.

10. Behaviour

Pupils who are learning remotely are expected to follow the guidelines as set out in the Remote Learning Protocol for Pupils (Appendix 1).

The School's Positive Behaviour Policy should be adhered to during remote learning. Teachers should:

- Refer to the School's Six Habits of Mind: Commitment, Compassion, Curiosity, Collaboration, Communication, Creativity;
- Find opportunities to praise and reward pupils;
- Never let misbehaviour go unchecked, no matter how small the misbehaviour;
- Use the six steps in the Positive Behaviour Policy.

Laying the ground rules at the start of the lesson can reinforce the teacher's expectations, even if this is repeated each lesson. There are fewer opportunities for misunderstanding leading to misbehaviour if explicit reference to expectations is part of the routine. Some strategies for making expectations clear include:

- **Posting (or screen-sharing) visual classroom rules**
These can be referred to if needed during the lesson.
- **Prepare pupils for transitions**
For example, before a change in activity, begin with a 5-minute warning: "In 5 minutes, it will be time to move on to writing." Then finally remind pupils when there are 2 minutes left before the transition. It also helps to use a visual timer (online clock) to make things even more predictable and let your pupils get ready for that activity change.

- **Make it clear what pupils should do if they finish tasks early**

11. Safeguarding and Online Safety

During periods of remote learning, pupils, parents and teachers are reminded that the school's Acceptable Use of Digital Technology and Online Safety Policy, and the Policy to Safeguard and Promote the Welfare of Children who are pupils at the Foundation (Safeguarding Policy) still applies to all interactions between pupils and teachers. In these policies, there are clear protocols and reporting obligations to which teachers must adhere, whether pupils are at home or at school.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead – Miss Sarah Proudlove (Deputy Head).

12. GDPR and Data Protection

12.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- be able to access parents' contact details via iSAMS using a secure password;
- not share any details with third parties and secure iSAMS is logged off after using;
- use school devices where possible.

In the event that teachers use personal devices/PCs at home for school purposes, they must adhere to the guidelines below about keeping devices secure.

12.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

12.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping devices password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol);
- Ensuring that storage devices (USB, hard drives) are encrypted – this means if the device is lost or stolen, no one can access the files stored on it the hard drive by attaching it to a new device (please see more about encryption on [Firefly > IT Services \(For Staff\) > FAQ > Protecting Personal Information Using Encryptions](#));
- Making sure the device locks if left inactive for a period of time;
- Not sharing school devices with family or friends;
- Installing antivirus and anti-spyware software (to be done by the IT Team for any school laptop);
- Keeping operating systems up to date – always install the latest updates.

12.4 IT Security Support

The Foundation IT security team are available at all times. In the event of a possible data or security breach, staff must contact the Compliance Manager, Maxine Zeltser, by email on compliance@millhill.org.uk.

13. Information for Parents

Parents will be provided with the following useful information:

- A copy of their child's timetable
- Email contact details for their child's teachers, Tutor and Housemaster/Houseparent
- Prep timetables

Guidance for parents

- Prepare the learning environment for your child. Dedicate a space in the house as a "learning space." This can be any space with room to work and store materials that won't be disrupted for the duration of the distance learning.
- Encourage time in the daily plan for exercise, social opportunities with family members and breaks away from the screen.
- Discuss your child's progress with remote learning on a regular basis. Contact your child's Tutor if you have any queries or concerns.
- Notify the School Office for any absences

Appendix 1 Remote Learning: Protocol for Pupils

Pupils are advised to have two electronic devices or a PC/laptop and an additional screen. It will not be possible to follow the lessons and complete assignments solely using an iPad when learning remotely.

Expectations and Standards

When pupils are learning remotely, the normal routines and Expectations and Standards of The Mount, Mill Hill International apply. In particular, pupils must follow the Acceptable Use of Digital Technology Policy. Pupils should be aware that all lessons are recorded.

- All lessons, tutorials and assemblies must be attended punctually.
- Session footage must not be shared to any other parties and no screenshots of participants in the meeting should be taken.
- Pupils should be ready at the allocated lesson time and should sign into the online session at the start of the lesson.
- Pupils must wear appropriate clothing.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and against as neutral a background as is possible. Pupils may choose to use a virtual background but this should be a sensible choice and should not be changed once the session has begun.
- On entry to an online session, the microphone should be on mute; the video should be turned on.
- Pupils must take notice of the expectations set out by the teacher at the beginning of the session; pupils must follow these expectations at all times.

Absence and Lateness

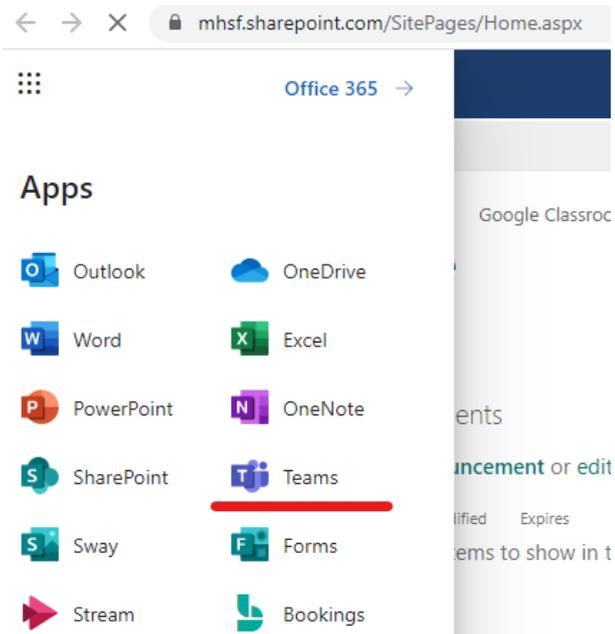
Any planned period of absence or lateness must be communicated to the teacher or Tutor in advance of the lesson or Tutorial. Failure to notify the School in advance will be followed up by the pupil's Tutor and communicated to the pupil's parents or Housemaster/House Parent.

Prep and Class Assignments

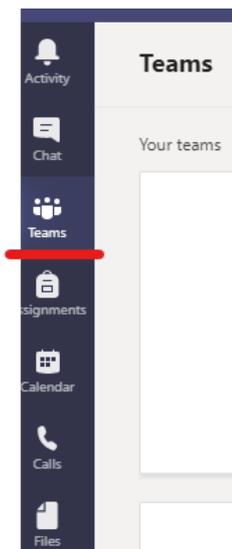
Pupils are expected to complete and submit all tasks set by their teachers by the given deadlines. Their tasks will be set on Microsoft Teams or Class Notebook and their teacher will use these platforms to monitor completion of the tasks and to provide feedback. Pupils are encouraged to communicate with their teacher or Tutor if they are encountering any difficulty with the classwork or prep.

How to Access Prep

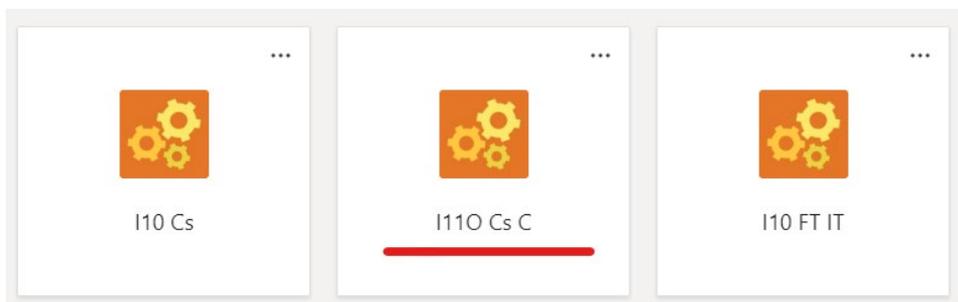
Step 1. Go to the Office 365 website (<https://www.office.com/>) and open the Microsoft Teams app. Please use your school email (username) and password the first time you log-in.



Step 2. Click on the Teams icon that you will find in the left-hand side menu to see your teams-panel.



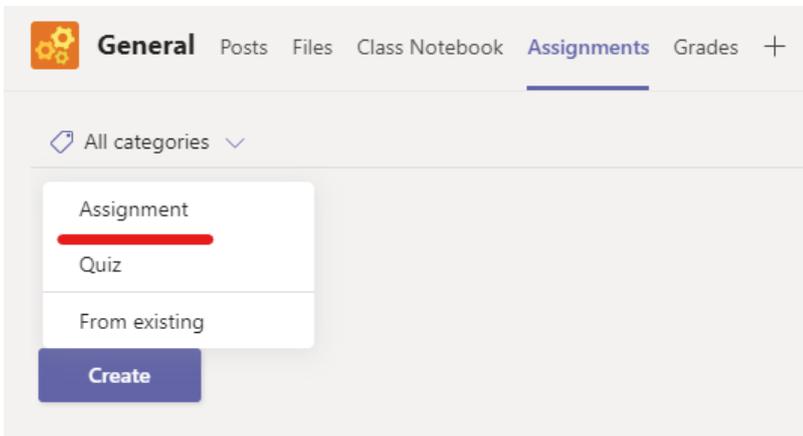
Step 3. Select (double-click) one of your teams. This will open the team dashboard.



Step 4. Click on Assignments. You will find it in the top menu.



Step 5. Click on Create > Assignment. Now you can set your prep.



Guidance for using hardware and software

When using Microsoft Teams and Class Notebook:

- Pupils must always join the Team with their camera turned on. This should remain on unless permission is given by the teacher to switch off.
- Teams is a professional learning space, not a social chatroom.
- Online classroom posts are primarily to be used to communicate with the teacher. However, if a pupil has a query, a relevant class discussion will be allowed.
- There should be no use of memes or emojis.
- Good English rules apply in all communication.
- Communication should occur during school working hours.
- Teachers can see everything pupils type and will report anything inappropriate.
- Pupils should be considerate and make sure that they do not disrupt the learning of others.

When using emails

- Pupils must only use school email address and Microsoft Teams to contact staff at MMHI. Pupils must not attempt to contact them using any other method.
- Only email/message in the given times of 08:00 – 18:00 Monday to Friday.
- All emails/messages to be formally addressed 'Dear Ms/ Mr X' and concluded with 'Kind regards'.
- All emails to have a subject written in the subject line, such as 'Request for Guidance'.
- Pupils are requested not to use slang, informal language or any kind of impolite language that may appear offensive.

When using iPads

- English must be the language set in pupils' iPads. Settings > General > Language & Region > iPad language > English.
- Light display is requested in all pupils' iPads. Settings > Display & Brightness > Light.

Appendix 2 Remote Learning: Guidance for Staff

Key Guidance

Since March 2020, schools have had to develop their digital and remote learning programmes very quickly. Over the last few months, research into blended learning has grown in response to this. The EEF identify the following key considerations when implementing strategies to support pupils' remote learning.

1. Teaching quality is more important than how lessons are delivered

The usual hallmarks of a good lesson hold true for remote learning (clear explanations, scaffolding, feedback, and building on pupils' prior learning)

2. Access to technology is key

In addition to making sure pupils and teachers have access to technology, teachers and pupils need to be provided with support and guidance to use specific platforms.

3. Peer interactions can provide motivation and improve learning outcomes

Peer interaction during remote learning motivates pupils and improve outcomes. A range of strategies to support peer interaction including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content should be explored.

4. Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. It is therefore key to teach strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck; supporting pupils by providing checklists or daily plans.

5. Different approaches to remote learning suit different types of content and pupils

Approaches to remote learning vary widely and have different strengths and weaknesses across different subject areas. Key to success is providing an opportunity for staff to share their effective strategies.

Preparing for Remote Learning from Home

Teachers should ensure they have effective internet at home and a suitable device from which to work with a web cam. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the Foundation IT Services via the service desk email (itsupport@millhill.org.uk).

All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their pupils in a timely manner.

In the event a teacher needs to be covered during a period of remote learning, it is the responsibility of teacher to inform the Deputy Head, who will decide, depending on the expected period of absence, the procedure to follow according to the Cover Lessons protocol (cases 1, 2 and 3). All teachers are expected

to upload cover work for all their year groups on Teams (Cover lessons > find the channel with your name > Files).

Teachers should be available to contact parents if needed, preferably by email. If contact is deemed excessive the line manager will be able to support and, if necessary, escalate concerns to SLT.

If teachers require support with any aspects of remote learning, they are encouraged to consult the Head of Digital Learning.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 18:00, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are: 1) Email using school email addresses only (both teachers and pupil), and 2) Microsoft Teams.

Guidelines for working from home

- Staff must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms, and against as neutral a background as possible.
- Staff will set out expectations of the pupils as they open the meeting.
- Language must be professional and appropriate, including any family members in the background.
- All staff will act in accordance with the expectations set out in the school's staff code of conduct.
- Staff will log attendance at their online sessions electronically and will flag any safeguarding/pastoral concerns with the School's DSL as well as making a note of any behaviour not in line the Promoting Positive Behaviour Policy.

APPENDIX 3 - General responsibilities

Teachers	Pupils	Parents	Teams
<ul style="list-style-type: none"> • Continue to strive to deliver excellent education to all our pupils, whether they are in school or at home • Set all prep on Assignments (Microsoft Teams) with a clear deadline • Communicate with all pupils and provide regular feedback on pieces of work that pupils are required to submit • Ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from Learning Support or EAL coordinator • Engage with CPD training on all aspects of remote learning • Follow the Promoting Positive Behaviour Policy to ensure engagement and progress with pupils 	<ul style="list-style-type: none"> • All lessons, tutorials and assemblies must be attended punctually. • Session footage must not be shared to any other parties and no screenshots of participants in the meeting should be taken. • Pupils should be ready at the allocated lesson time and should sign into the online session at the start of the lesson. • Pupils must wear appropriate clothing. • Any computers used should be in appropriate areas, for example, not in bedrooms; and against a neutral a background as is possible. • Pupils must only use school email address and Microsoft Teams to contact staff at MMHI. Pupils must not attempt to contact them using any other method. 	<p>Parents are to support their child’s learning at home by:</p> <ul style="list-style-type: none"> • Providing an environment conducive to learning • Providing a device by which their child can access their remote learning • Engage in conversations about their work • Monitor time spent on and off line • Help to provide opportunities for relaxation, exercise and rest • Contact the school should they have any concerns about their child’s remote learning • Email/message between 08:00 and 18:00 Monday to Friday 	<p>Senior Management Team will:</p> <ul style="list-style-type: none"> • Develop, monitor and evaluate the provision for blended and remote learning • Ensure staff have appropriate training on any digital resources and platforms which are used for remote learning • Communicate clearly with staff, pupils and parents about what is required for effective remote learning. • Monitor pupil engagement with remote learning <p>Heads of Department will:</p> <ul style="list-style-type: none"> • Ensure that teachers continue to teach all or most of the normal planned curriculum in the remote environment • Ensure all resources are accessible to pupils working from home e.g. digital versions of textbooks, correct log ins to websites • Support their departments in the design and development of high quality blended and remote learning experiences for pupils • Share good practice with

<p>whether in school or via a remote learning experience.</p>			<p>their departments</p> <ul style="list-style-type: none">• Monitor and evaluate the online provision of their subject
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Responsibilities in certain circumstances

Circumstance	Parent responsibility	Pupil responsibility	Teacher responsibility
Teacher absence	N/A	Engage with the lesson posted on Microsoft Teams and the online lesson using Teams Meet. This will either be on individual iPad or on the interactive whiteboard as a class.	<p>Absent teacher (AT) and cover teacher (CT) will consider the three cases detailed in the <i>Cover Lessons Protocol</i>:</p> <p>CASE 1: This is a known absence. The school has been informed in advance. The teacher is well and is available to teach the lesson e.g. self-isolating at home. The AT will teach the lesson from home (via Microsoft Teams), and will know who is covering his/her lesson.</p> <p>CASE 2: This is a known absence. The school has been informed in advance. The teacher is <u>not</u> available to teach the lesson e.g. attending CPD. The AT will not teach the lesson from home, but will know who is covering his/her lesson and will send cover work to the CT.</p> <p>CASE 3: This is a last minute, unknown absence. The school has not been informed in advance. The teacher is not available to teach the lesson e.g. illness. The AT will not teach the lesson from home, and will not know who is covering his/her lesson. The CT will find cover work in the Cover Lessons teams shared by all staff.</p>

<p>Pupil absence</p>	<p>Parents/guardians/ Housemasters/ House Parents to notify the school of the absence and state the date the pupil is expected to return</p>	<ul style="list-style-type: none"> • Join registration, assemblies, and any other school events via Microsoft teams • Log in to live lessons (Teams > Meet) at the usual time of their normal timetable • Complete all prep set and submit it for marking via Microsoft Assignments or Class Notebook • If they need to contact their teacher/s, only email/message in the given times of 08:00 – 18:00 Monday to Friday 	<ul style="list-style-type: none"> • Monitor the list of isolating pupils sent out by Jane Sweeney (Head’s PA) to ensure they know which pupils are absent • In accordance with the Prep Timetable, ensure prep for that day is scheduled to appear on Assignments • When possible include elements of live teaching via Teams Meet • When possible upload video-recorded lessons on Microsoft Stream)
<p>Long term pupil absence</p>	<p>Parents/guardians/Housemasters/ House Parents are to inform the school of the circumstances and follow the agreed plan of action for the education of the pupil</p>	<p>This will depend on what has been agreed between the school and parents/guardians/Housemasters/ House Parents</p>	<p>This will depend on what has been agreed between the school and parents/guardians/ Housemasters/ House Parents</p>

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