Remote Learning Policy

Contents

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for safeguarding and data protection

   The full details of our remote Learning Strategy can be found in Annexe 1

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.00 pm (4.00pm on timetabled Year 11 Period 6 day).

If unable to work for any reason during this time staff should report this using the normal absence procedures.

When providing remote learning, teachers are responsible for:

2.11 Setting work

- Lessons will all take place at the time students would have had that timetabled lesson.

- Staff will upload lesson materials to the Stream for the appropriate Google Class by the start of the lesson. The materials provided will follow our standard lesson structure routines so students should generally expect to be given a low stakes test, lesson outcomes, delivery of new content, opportunities for deliberate independent practice and a review of the learning material.

- The materials provided are likely to be a PowerPoint presentation that will contain the low stakes test, lesson outcomes, delivery of new content etc. This may be a pre-recorded narrated PowerPoint, links to appropriate video resources or other methods of best instructing students on new content.

- Work will be set in line with the agreed subject curriculum intent – we will continue to deliver the material the learners need to know but also check and support their understanding as we go along.

2.12 Providing feedback on work

- Students will be required to present work to the teacher for each lesson so that the teacher can monitor engagement, check individual and class understanding and to then adapt teaching accordingly. This will be through the use of Google Docs that students can work on but where this is not appropriate students may be asked to upload pictures of work completed (e.g. Art)

- Regular assessment of work will take place through the use of Google Quiz assignments. As a minimum these will take place once a week for each subject and will provide immediate feedback for the students on their understanding of the material covered that week. It will also provide feedback to the teacher on possible misconceptions that need reviewing in the following week.

2.13 Keeping in touch with students who aren't in school and their parents

- Sending tutor group emails to their tutor group outlining key messages.

- Staff should be available to answer emails from parents and students during the working hours outlined above but it is not expected that you consider or reply to emails sent outside of these hours until the next working day at the earliest.

- Any complaints or concerns shared by parents and students should be listened to respectfully and dealt with at the earliest opportunity. If the member of staff feels they cannot deal with the issues personally then they would liaise with their line manager.

- For any safeguarding concerns, staff should follow the procedures outlined in the Safeguarding Policy, recording all concerns through CPOMS and liaising with a member of the Safeguarding team as appropriate.

- For issues of non-engagement / work incompletion then staff should follow this up with the students directly through Google Classroom initially. For repeated non engagement this should be communicated with parents and communicated to the Relevant School Office.

2.14 Delivering lessons through Google Meet (or attending/ leading meetings through Google meet)

- Lessons should start 10 mins into the timetabled period for that lesson.

- Google Meet should on no account be used with students outside of normal school hours

- Ensure that professional standards are maintained at all times:

  1. Ensure that you are dressed appropriately

  2. The visual background of your workstation is as neutral as possible

  3. Other members of your household should not be present during these lessons

- Only the teacher must set up the Google Meet. NEVER join a meeting set up by a student (they are currently blocked from doing this). Students should be blocked from presenting their screen. Chat should be disabled during teacher instruction.

- On starting a Meet (as the students are joining) the **TBH Lesson Join Slide** should be displayed (see Annexe 2)

- All lessons should be recorded by the teacher, and moved to the Google Shared Drive: Shared Resources\Google Meet Recordings

- Staff must wait until all students have left the meeting before ending the session. Alternatively, students can be removed from the meeting by going to the People tab at the top right hand corner.

2.2 Learning Support Assistants

When assisting with remote learning, learning support assistants must be available between 8.30am and 3.00pm.

If unable to work for any reason during this time staff should report this using the normal absence procedures.

When assisting with remote learning, learning support assistants are responsible for:

- Supporting students who aren't in school with learning remotely. For students with EHCPs the appropriate learning support assistant will be added by the teacher to the Google Classroom. This will allow them to support students with the work that has been set.

- Attending virtual meetings with teachers, parents and students as appropriate following the guidelines below:

  1. Ensure that you are dressed appropriately
  2. The visual background of your workstation is as neutral as possible
  3. Other members of your household should not be present during these lessons

2.3 Curriculum / Subject leads

- Will consider whether any aspects of the subject curriculum need to change to accommodate remote learning

- Will work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Will work with other Curriculum/ subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set.

- Will monitor the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

- Will alert teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Ensure all staff have undergone adequate training in the delivery of Remote Learning (all of the staff training materials are available through Google Classroom to provide on going support)

- Monitoring the effectiveness of remote learning – through regular meetings with teachers and Curriculum / subject leaders, reviewing work set and monitoring engagement data.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Safeguarding

There have been significant changes within our setting in response to the outbreak. Many young people may now be at home and staffing is likely to be significantly affected through illness and self-isolation. Despite the changes, the school's Safeguarding and Child Protection Policy is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL and the safeguarding team in line with our established safeguarding procedure.

Tor Bridge High will continue to have due regard to KCSIE as it is statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty and/or funding agreement requirements. The way Tor Bridge High is currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first

- if anyone at Tor Bridge High has a safeguarding concern about any child they should continue to act and act immediately

- a DSL or deputy will be available

- unsuitable people will not be allowed to enter the children's workforce and/or gain access to children

- children should continue to be protected when they are online

- parents and students are aware of the new email address to contact the safeguarding team: safeguarding@torbridge.net

The DSL will continue to review and revise the safeguarding and child protection policy and keep it under review as circumstances continue to evolve.

2.51 Safeguarding Guidance for Staff when delivering Remote Learning

1) When uploading resources to an "open" Google Drive

Make sure there's nothing that can identify pupils in the resources, like their names or comments addressed specifically to them, as anyone with the link can view what's in an open Drive.

2) When using Google Classroom to set work and communicate

Turn off notifications that allow students to post and comment in the communication "Stream"

To disable pupil comments in the 'Stream':

1. Open your class in Google Classroom
2. Click 'Settings' (the cog icon)
3. Scroll down to 'General'
4. Click the drop-down option to the right of 'Stream' and select 'Only teachers can post or comment'
5. Click 'Save'

2.6 Network Manager

The Network Manager and IT team are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents with any technical issues they're experiencing

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting students and parents with accessing the internet or devices

- Providing data relating to students' access to online platforms so engagement can be monitored and support targeted as that is inmost need.

2.7 Students and Parents

Staff can expect students learning remotely to:

- Be contactable during the school day and to be following their timetabled school day unless circumstances mean this is impossible to do so.

- Complete work to the deadline set by teachers

- Seek help if they need it, from school staff

- Alert teachers if they're not able to complete work

Specifically, when accessing any lessons through Google Meet students should:

- Join the meeting with **camera and microphone switched off.**

- Make sure they are **dressed appropriately**.

- Sit against a neutral background

- Be in an **appropriate and quiet** room. (Try to avoid bedrooms)

- Understand that expectations are the **same as standard lessons**.

- Ensure that camera and microphones **should stay switched off**

- **leave the meeting at the end** of the session.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work

- Seek help from the school if they need it through the online support materials found on the Website, the published Remote Learning Guide and by contacting staff as appropriate.

- Be respectful when making any complaints or concerns known to staff

- Support the school by ensuring students follow the guidelines outlined in this policy.

2.8 Governing Body

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues with the work set – talk to the relevant teacher/ subject lead /curriculum lead or SENCO
- Issues with behaviour – talk to the relevant Deputy Head of School
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL or a member of the Safeguarding team.
- Include contact details where necessary.

4 Keeping devices secure

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

- Keeping the device 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 the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Monitoring arrangements

This policy will be reviewed every 6 months by the Headteacher.

6. Links with other policies

This policy is linked to our:

- Behaviour for Learning Policy
- Leave and leave of Absence Policy
- Safeguarding and Child protection policy and Safeguarding and Child protection policy in response to Covid 19
- Data protection policy and privacy notices
- BTEC Blended Learning Policy

Approved by:	Graham Roser	Date: 30th September 2020
Last reviewed on:	30th September 2020	
Next review due by:	30th March 2021	

Annexe 1: Tor Bridge High Remote Learning Guide 2020-21

1. Why we are publishing a Remote Learning guide when the school is open fully

This Remote Learning guide has been written at this stage so that it is ready immediately in the event of further school closures during the 2020/21 academic year. We have been asked by the Government to plan for further closures in the case of local, regional or national lockdowns, particularly over the winter period.

Should the school be required to close to some or all year groups, our Google Classroom Remote Learning will come into effect within 24 hours'. However, students will have subject specific curriculum match work from day 1 of any isolation period (this will match the guidance in section 4 of this document that relates to use of Knowledge Organizers in the event of unsustainable staff absence). If at any point during school closure, support would be appreciated (resources to support learning, wellbeing support….), parents or learners can contact their School Office with details of the support they require and a member of school staff will get in touch as soon as possible afterwards.

As outlined below our **primary method for delivery of Remote Learning will be through Google Classroom**. All of our staff have recently undergone intensive training in using Google Classroom so that in the eventuality of needing to deliver Remote Learning we are able to provide a consistent, high quality provision. All students have also undertaken a series of training sessions through tutorial to ensure they are all able to access the content. To support parents the training videos used with students have been added to our school website (https://www.youtube.com/watch?v=WeujAO1aemU&feature=youtu.be) so in the event you need to support them then please use the videos to assist.

2. Our Remote Learning Strategy - what to expect

Our Remote Learning Strategy
Lessons will all take place at the time students would have had that timetabled lesson.
Staff will upload lesson materials to the *Stream* for the appropriate *Google Class* by the start of the lesson. The materials provided will follow our standard lesson structure routines so students should generally expect to be given a low stakes test, lesson outcomes, delivery of new content, opportunities for deliberate independent practice and a review of the learning material.
The materials provided are likely to be a PowerPoint presentation that will contain the low stakes test, lesson outcomes, delivery of new content etc. This may be a pre-recorded narrated PowerPoint, links to appropriate video resources (OAK Academy, Greenshaw learning Trust, BBC etc.) or other methods of best instructing students on new content.
Work will be set in line with the agreed subject curriculum intent – we will continue to deliver the material the learners need to know but also check and support their understanding as we go along.
Students will be required to present work to the teacher for each lesson so that the teacher can monitor engagement, check individual and class understanding and to then adapt teaching accordingly. This will be through the use of Google Docs that students can work on but where this is not appropriate students may be asked to upload pictures of work completed (e.g. Art)
Regular assessment of work will take place through the use of Google Quiz assignments. As a minimum these will take place once a week for each subject and will provide immediate feedback for the students on their understanding of the material covered that week. It will also provide feedback to the teacher on possible misconceptions that need reviewing in the following week.
We will continue with our Tutorial Reading Programme every morning while students are not in school. Every morning by 8.50am students will be given a link through their Tutor Google Classroom Stream so that all students are able to continue reading with a new text. Students within each year group will read the same book (watch the same video) for approximately 15 minutes a day.
Pastoral support from tutors and members of the support staff team for all learners and SEND learners in particular to support learner wellbeing

Our staff have undergone additional training in the use of Google Meet and so our ambition is that from week 2 (of any Remote Learning provision for a specific year group) there will be some lessons delivered, in person, by the teacher with students actively taking part through the use of audio link up.

3. What the Government has set out in terms of the process for school closures, its expectations and how we will respond

The Government has published a 4-tier approach to schools remaining open in the event of further local or national lockdowns.

Tier 1 - involves the school remaining fully open, as the Government has been clear that ensuring schools and educational settings remain open should be prioritised over other areas when restrictions are considered. Individual year groups **may** be told to isolate in the event of a positive case.

In the event of us having to isolate one or more bubbles students will have access to their Remote Learning curriculum through Google Classroom within 24 hours as outlined in section 2. Remote Learning will be provided immediately through the directed use of Knowledge Organizers as outlined in section 4 of this document.

Tier 2 – will require us to adopt a rota system with year groups in on an alternating 2 weekly rota.

Example of possible scenario:

Rota Group 1 in school for 2 weeks:	Rota group 2 in school for 2 weeks:
● Will comprise students in years 7,9,11 and; ● Children of critical workers / vulnerable children from 8,10,12/13 – these students would be kept in year group bubbles and be based in ICT facilities to access the appropriate Remote Learning through Google Classroom. They would be kept separate from the students in Year 7,9,11 who would be in timetabled lessons.	● Will comprise students in years 8,10,12/13 and; ● Children of critical workers / vulnerable children from 7,9,11 – these students would be kept in year group bubbles and be based in ICT facilities to access the appropriate Remote Learning through Google Classroom. They would be kept separate from the students in Year 8,10,12/13 who would be in timetabled lessons.

For year groups at home, Remote Learning will be delivered as outlined in section 2.

Tier 3 – will require us to limit on-site attendance to just vulnerable children, the children of critical workers and selected year groups. In the event of tier 3 local restrictions being implemented the Department for Education will issue operational guidance for the affected area that will confirm which year groups should be prioritised.

For year groups at home, Remote Learning will be delivered as outlined in section 2.

Tier 4 - goes further to limit attendance to just vulnerable children and young people and the children of critical workers (essentially a return to Educare only).
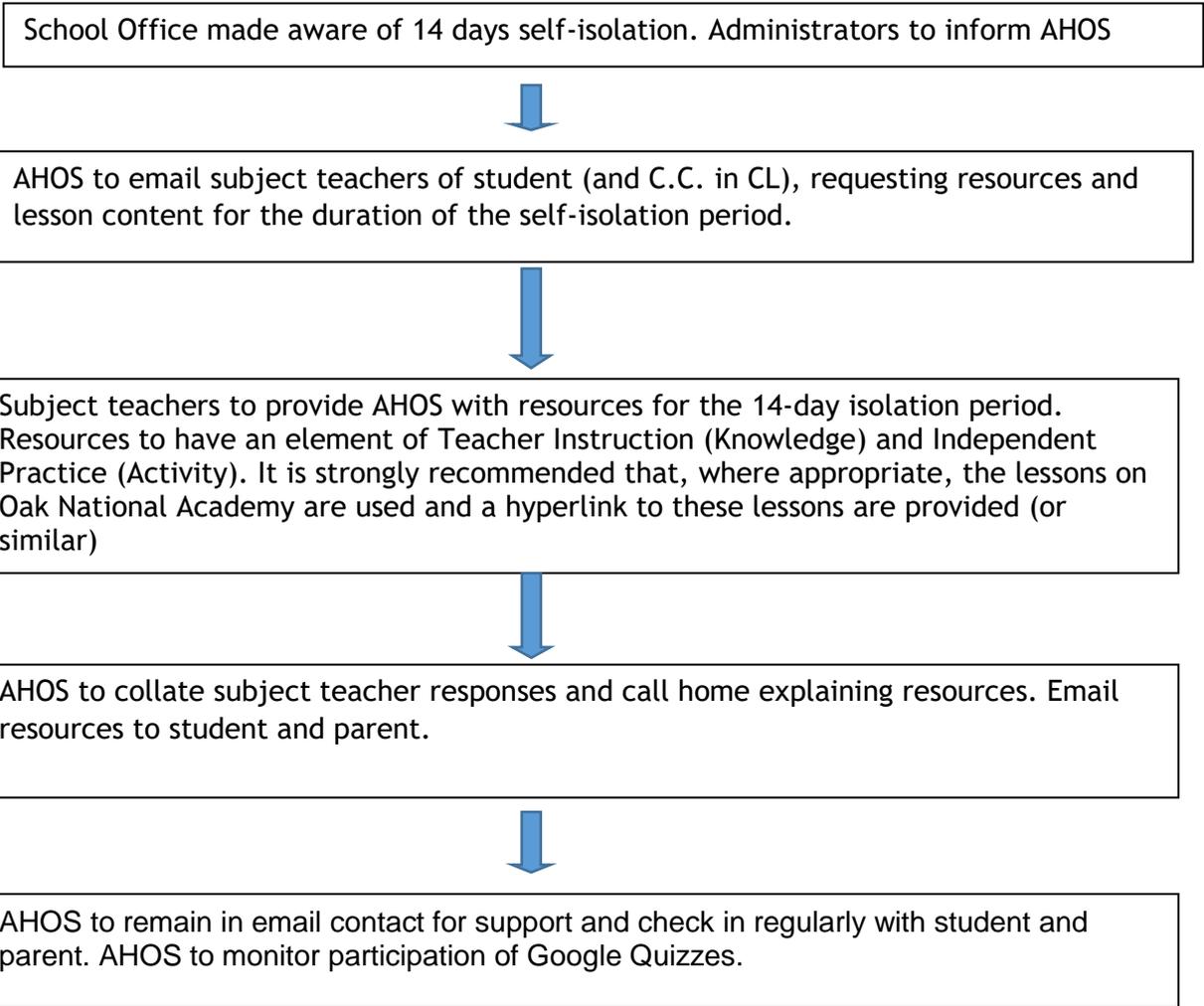
For students at home, Remote Learning will be delivered as outlined in section 2.

Individuals who are Self Isolating

Where one or more individual students are self-isolating then we will also provide remote learning for this students. As teaches will still be teaching the students in school this cannot take the form of the Google Classroom Remote learning outline in this document.

In these circumstances the Assistant Head of School will take the lead on communicating with subject teachers, liaising with the child/ family and supporting through the period of isolation. Students will be provided with educational materials that match the curriculum coverage in school and will receive weekly feedback on their understanding of the key learning aims.

The full procedure for this scenario is outlined below:

School Office made aware of 14 days self-isolation. Administrators to inform AHOS

⬇

AHOS to email subject teachers of student (and C.C. in CL), requesting resources and lesson content for the duration of the self-isolation period.

⬇

Subject teachers to provide AHOS with resources for the 14-day isolation period. Resources to have an element of Teacher Instruction (Knowledge) and Independent Practice (Activity). It is strongly recommended that, where appropriate, the lessons on Oak National Academy are used and a hyperlink to these lessons are provided (or similar)

⬇

AHOS to collate subject teacher responses and call home explaining resources. Email resources to student and parent.

⬇

AHOS to remain in email contact for support and check in regularly with student and parent. AHOS to monitor participation of Google Quizzes.

Self-Isolation Lesson Proforma

Student:

Dates of Isolation:

Name of Key Person:

Contact details of Key Person:

Subject and Teacher	Lesson Resources	Completed
Maths –	Positive and Negative Numbers - https://classroom.thenational.academy/units/positive-and-negative-numbers-6c53	

The Government has also laid out clear expectations of schools and families/learners which we have addressed in our planning for Remote Learning. The key points and how we plan to address these are:

Government guidance	Tor Bridge High's approach
Remote education, where needed, is high quality and aligns as closely as possible with in-school provision	We will provide remote access to teachers every period of every day aligned with the student's normal school timetable. Our Tutorial Reading Programme will continue remotely.
Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations	We will continue to deliver our planned curriculum and allow access to high-quality resources
Give access to high quality remote education resources	Teachers will be using high quality lesson resources that would have been used should the students be accessing education on site.
Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use	We will use Google Classroom as our primary online tool for interaction, assessment and feedback. We will supplement this with continued use of the Hegarty and bedrock programmes for mathematics and English respectively
Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	For those that need it, we will provide additional resources to support Remote Learning. Our intention is to provide work books for the Core Subjects appropriate to Key Stage for those that cannot access remote learning.
Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.	Additional support will be provided for pupils with SEND so that the planned curriculum can still be followed – this may involve some support through Edu-care
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	We will provide remote access to teachers every period of every day aligned with the students normal school timetable.
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject	Our lessons will follow our curriculum planning and clear explanations and opportunities for practice will be supported by the resources we provide
Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos	Explanations will be frequent and clear and delivered by a teacher or through other materials provided by the class teacher.
Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work	Students will predominantly work on Google Docs to allow the teacher to gauge how well pupils are progressing through the curriculum. In addition students will have a weekly assessment through a Google Quiz.
Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	Students will predominantly work on Google Docs to allow the teacher to gauge how well pupils are progressing through the curriculum. In addition, students will have a weekly assessment through a Google Quiz. This feedback will enable teachers to adapt teaching both live and for subsequent learning episodes.
Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	We will provide remote access to teachers every period of every day aligned with the students normal school timetable.

TBH Remote Learning Policy 2020-21

4. School closure due to unsustainable staff absence

Unsustainable levels of staff absence may mean that we cannot safely supervise the students on site. In this event our aims will always be to try and ensure that students are on site as much as possible, minimising disruption to families whilst also maintaining safety.

Example of a possible scenario:

We could implement a system where we keep Year 11 and Year 13 students on site at all times but the other year groups would move to a 4-day on site teaching: 1-day home study scenario. In this event we will try and give parents as much notice as possible but we hope you understand that we will not want to make decisions too early as staffing levels will fluctuate and it maybe that a situation improves and a possible closure would not have been required. It will be a balance and we will, of course, keep you fully informed.

e.g.

	Home Study	IN SCHOOL
MONDAY	7	8,9,10,11,12,13
TUESDAY	8	7,9,10,11,12,13
WEDNESDAY	9	7,8,10,11,12,13
THURSDAY	12	7,8,9,10,11,13
FRIDAY	10	7,8,9,11,12,13

As we would be operating with reduced staffing, and your child's teacher would be used to supervise classes elsewhere, this would not be delivered as Remote Learning provision in the manner outlined in section 2. Students would be expected to use their Knowledge Organisers and the strategies they have been taught (Self Quizzing, Mind mapping, Look/Cover/Write/Check etc.) to undertake independent study, again following their normal timetable to give them structure and appropriate curriculum coverage. Support videos and other guides for students and Parents/ Carers can be found on our school website http://www.torbridge.net/index.phtml?d=394103.

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

5. What surveys have shown about the national experience of Remote Learning in the summer term 2020

The challenges presented by home learning during the summer term 2020 were varied and in many cases significant. Balancing work with support of home learning, supporting more than one child, navigating various emotions caused by the sudden lockdown, varying levels of motivation and resilience on the part of learners, access to technology and a range of other challenges provided for a very mixed experience across our school community.

The Department for Education commented: "We are aware how challenging it has been for parents, teachers, support staff and school leaders in supporting children to learn at home". The BBC reported in early July that one in ten parents struggled due to a lack of devices to work on with this being two out of ten in single-parent households. Lack of motivation saw children finding it difficult to carry on with school work and almost a third of parents said the requirement to home school had negatively affected their job.

We hope that by setting out clear expectations as soon as possible and also working to keep lines of communication open so that difficulties can be addressed will support learners and their families during any period of school closure in the future.

6. Top tips for creating a productive learning environment in the home

Ensure all distractions are switched off or well out of reach – mobile phones should be switched off / on silent or placed in another room if not being used for learning; the TV also shouldn't be on. Quiet, calm music in the background might provide a suitable backdrop to work being completed.

Provide a table or suitable flat surface and a chair for work to be completed on. Ensure that learners remain hydrated with water and are able to eat in line with a regular routine.

Conversation – during learning or once learning has taken place, talk about it – ask your child(ren) what they learned during their last hour or during the day – ask questions – you don't need to know the answers. If you have more than one child, get them doing this together – there is a lot to be said for peer supported learning!

"What do you know now that you didn't when you started this task?"

"Explain ……. to me" "Tell me about ……."

"I can see that during term 1 in your Knowledge Organiser, you learnt about …… - what can you remember about it?

Don't do the work for them or give them the answers! Learning can be frustrating at times and it can sometimes feel easier to just give a learner the answer. Don't! The brain needs to make connections itself rather than use the connections that you have in your brain already.

Don't accept "I can't do it" or "I don't understand" for an answer but don't fall out over it either. Instead, model perseverance. Learning can be difficult, it shouldn't always be easy, but provided the task is appropriate and the information is provided or can be found (the internet is usually very helpful here), it is possible to complete tasks, check them, learn information and then return to the information later in order to revisit it (or revise).

7. Blank timetable

TBH Remote Learning Policy 2020-21

For those of you that appreciate a structured approach, there is a blank timetable below. Fill in your lessons when you normally have them. Treat each day like a school day and cross off when you've carried out each lesson.

	1	2	3	4	5	6 (year 11 only)
Monday						
Completed?						
Tuesday						
Completed?						
Wednesday						
Completed?						
Thursday						
Completed?						
Friday						
Completed?						

8. Additional learning activities and resources that are available

The Department for Education has brought together an initial list of online educational resources to help children to learn at home. These websites have been identified by some of the country's leading educational experts (some of which are used by teachers to support learning from home) and offer a wide range of support and resources for pupils of all ages.

https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-19

The list currently includes subject-specific resources for: English, maths, science, PE, wellbeing and Special educational needs and disabilities (SEND). They are currently being offered for free.

Individual resources cannot replace a school's properly planned curriculum, but they may be useful for parents in considering how they could support their children's education, but they should not be used in place of existing resources which schools may be using as part of their continued provision for pupils' education at this time.

Annexe 2: TBH Introductory Slide when using Google Meet

Session Start Time: 2:10pm
Subject: Science
Session Title: Properties of States of Matter
Teachers: OLE: Mr Lee

What will I need?
- Home Learning Journal, Pen
- Access to the assignment 'Y10 Online Science Lesson 2' within Google Classroom

PLEASE NOTE: ALL GOOGLE MEET LESSONS ARE RECORDED

Session Rules:

1. Join the meeting with **camera and microphone switched off.**

2. Make sure you are **dressed appropriately**.

3. Be in an **appropriate and quiet** room.

4. Expectations are the **same as school lessons**.

5. All students **must leave the meeting at the end** of the session.

Google Classroom

TOR BRIDGE HIGH