

November 2020

Remote Education Policy

Approved by the Local
Academy Committee on:
18/11/2020



St. Gregory's Catholic Primary School

Remote Education Policy for St. Gregory's Catholic Primary School

1. Statement of School's Curriculum Aims

St. Gregory's Catholic Primary School aims to deliver a curriculum which is relevant for our pupils in the community in which they live. We have aimed to create an ambitious and engaging curriculum which engages pupils and therefore has a positive impact on learning.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to delivering high quality, interactive remote learning
- Include continuous delivery of the school curriculum aims, as far as possible, as well as support of pupils' social and emotional wellbeing
- Consider continued education for staff and parents (e.g. CPD, Parents Workshops, Online User Guides and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending St. Gregory's Catholic Primary School*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Remote learning will be shared when pupils are absent due to Covid-related reasons and the absence is for a sustained period of isolation (10-14 days).

The table below outlines what will happen in different scenarios regarding illness and or isolation:

Scenario	Curriculum
<p>Child unwell – Colds, sore throats, sickness bugs etc.</p> <p>If child is unwell with a sickness bug or seasonal cold, we would not expect them to be completing any learning at home while they recover from their illness. As soon as they are well enough to return to school, they should do so</p>	<p>No remote education provided.</p>
<p>Individual pupil required to isolate at home in line with COVID-19 guidelines; pupil(s) well enough to access remote education</p>	<p>Teacher delivering curriculum to remaining children in classroom.</p> <p>Isolation Pack prepared for each year group. This will enable child to keep up with their learning from home.</p> <p>Isolation pack will be delivered by school staff.</p> <p>Child will receive an email via the class email account from their class teacher with any relevant information for the two weeks.</p> <p>Isolation packs will be updated each half term.</p>
<p>Bubble closure –whole year group required to isolate in line with COVID-19 guidelines; pupils well enough to access remote education.</p>	<p>Teaching team delivers remote education via Microsoft Teams with additional paper pack also available.</p> <p>Teachers will provide daily video teaching sessions, outlining the learning for the day.</p> <p>This will be supported by PowerPoints and any necessary resources to support the child’s learning.</p> <p>Work and queries can then be uploaded onto teams or emailed to the year group email address, to be marked and answered on a daily basis.</p>

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools will be used to deliver learning and to liaise with staff and parents/carers using the following platforms:
 - Evidence Me (2 Simple) for EYFS (Parent User Guide Appendix 6)
 - Microsoft Teams (Office 365) for Years 1-6 (Parent User Guide Appendix 7)
 - Microsoft Teams or Zoom (depending on accessibility for all) to deliver staff CPD and parent/carer sessions
- Use of recorded video (*or live video*) for a beginning-of-day welcome, instructional videos and assemblies
- Phone calls home (where staff are present on site)
- Printed learning packs (where necessary)
- Physical materials such as story books and writing tools (where available)
- Use of BBC Teach, BBC Bitesize, Oak Academy, TT Rockstars, Numbots, Classroom Secrets, Twinkl.

The following timetables can be found in the appendix:

- Model Timetable and structure for remote learning in the event of whole-bubble closure. This will be adapted by teachers at the beginning of each week and will be as close as possible to the normal timetable in school. (Appendix 1)
- Model timetable and structure for remote learning in the event of a small number of pupils self-isolating. This is a suggested structure for parents/carers to follow if their child(ren) are well enough to attempt school work at home. (Appendix 2)

Each day, work for each lesson will be set on Evidence Me/Microsoft Teams. Some lessons will be completed online, whilst others will encourage children to complete an activity away from the screen.

Remote learning should be carried out in line with the following:

- Teacher and Pupil Code of Conduct for Phone calls, Video calls and Recorded Video (Appendix 3)

5. Home and School Partnership

St. Gregory's Catholic Primary School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

School has provided training for staff on use of Microsoft Teams and Evidence Me. Staff will also provide pupils in Years 1 – 6 with a live refresher session on how to use Microsoft Teams and where to find and upload work.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St. Gregory's Catholic Primary School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents/carers should contact the class teacher promptly and alternative solutions will be made available. These will be discussed on a case-to-case basis.

We would encourage parents/carers to familiarise themselves with St. Gregory's Catholic Primary School's e-safety policy and the e-safety resources on the school website, to support a healthy and balanced digital diet for pupils.

All children are expected to follow the same e-safety rules they would at school.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

When providing remote learning, teachers must be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Registration of pupils:

- In the event of a whole-bubble, or whole-school closure, teachers will email a record of attendance to admin staff daily by 9:30am

Setting work:

- Teachers will set differentiated work for the pupils in their classes daily
- Teachers will include instructions on when and how to submit work
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers will set work on Evidence Me/Microsoft Teams and select objectives relevant to the learning
- Where only part of the bubble is self-isolating, teachers will upload work to Evidence Me/Microsoft Teams that has been taught in class during the day, unless this has been distributed as a paper pack to the children in question. This will be done as soon as practically possible, but no later than the end of the same working day. In this case, pupils will complete the work the following day

Providing feedback on work:

All work will be responded to as soon as practically possible by teachers or teaching assistants, but will be guided by the following:

- Submissions of RE, reading, writing and maths work will be responded to, by staff, within 24 hours of the work being set. Should any work be submitted outside of that time period, it will be responded to whenever it is practically possible to do so.
- Pupils and staff may have an ongoing dialogue via Evidence Me/Microsoft Teams, during lesson time, in which support and feedback will be provided.
- Adults will provide feedback for pupils in the comments box on Evidence Me/Microsoft Teams for each piece of work and assess against the objectives set.
- Where only part of the bubble is self-isolating, adults will provide feedback to work, which has been submitted by 3pm, by the start of the next school day.

Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil(s) at the end of the second day of absence, teachers will inform the Principal and Vice Principal, who will arrange for parents/carers to be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account (headteacher@st-gregorys.sandwell.sch.uk) or directly to class email addresses (details sent via email, please contact the school office if a copy is needed).
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL
- Following the code of conduct for remote learning and discussing with SMT if they feel they are unable to meet these requirements.

Teaching Assistants

Teaching assistants must be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When supporting remote learning, teaching assistants are responsible for:

- Supporting pupils learning:
- Reply to responses through Evidence Me/Microsoft Teams to support children's learning during allocated subject time
- Take direction from the class teacher in relation to support required during a remote lesson
- Set intervention work daily on Evidence Me/Microsoft Teams for 1-2-1 pupils or a group of pupils
- Provide feedback through the comments box on Evidence Me/Microsoft Teams to work set
- Following the code of conduct for remote learning and discussing with SMT if they feel they are unable to meet these requirements.

- During the school day, teaching assistants may also be required to complete tasks set by a member of SLT

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning, through usual monitoring channels and processes and share this at Senior Leadership Team meetings and subsequent Staff Meetings.
- Share any adaptations to remote learning with parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technician

IT technician is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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

The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the principal and other organisations to make any alternate arrangements for pupils with EHC plans
- Identifying the level of support
- Monitoring quality of work set for children with additional needs

Central Team – Finance

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

School Admin (in the event of whole-school closure)

- Follow usual attendance procedures for any children not present following online registration (as recorded by teachers) – see school attendance procedure COVID-19 addendum

Pupils and parents

Staff can expect pupils learning remotely to:

- Familiarise themselves with the Code of Conduct for video calls
- Log into Evidence Me/Microsoft Teams at the beginning of the school day
- Check the timetable and work for each lesson throughout the day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Support children in understanding the Code of Conduct for video calls
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Ensure pupils are supervised whilst at a computer or other device
- Familiarise themselves with e-safety guidelines
- Prioritise children's wellbeing and health
- Encourage child(ren) to do their best
- Be respectful when making any complaints or concerns known to staff

Local Academy Committee

The academy committee 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

7. In the event a staff member self-isolates, with no impact on class bubble

In the event that a staff member is self-isolating but their associated bubble is not self-isolating, then the following should take place:

- Any pre-arranged or necessary meetings with parents/carers or outside agencies will continue to take place remotely. Staff members will conduct these from home. Staff members should discuss with SMT any difficulties with this, as soon as they know they will not be present as originally planned
- If the activity set comprises of worksheets or similar, these will need to be emailed to the T.A. for printing and distributing in school. Where there is not a T.A. present, please liaise with colleagues (including admin team and SLT) to work an alternative
- Once a calendar week, in line with iPad availability, teaching staff to set the activity on Evidence Me/Microsoft Teams and provide feedback during the session (via Evidence Me/Microsoft Teams)
- Sessions delivered could be the same lesson each day, or a variety. They could include any lesson normally delivered in school (R.E., English, Maths, Collective Worship, Reading etc.)
- Teaching Assistants will pre-record (either voice or video) a reading of an appropriate book and comprehension questions for the children to answer.

When recording or live streaming a lesson

As above, when recording or live-streaming a lesson, staff must take due care and attention to avoid any loud, disruptive or inappropriate background noise or objects.

If staff do not feel they can achieve the above, they must discuss this with SMT.

8. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy
- Online safety acceptable use policy (see Appendix 4)
- E-safety policy
- End User Agreements for Evidence Me/Microsoft Teams

We will aim to provide this provision in the event of a whole-school closure. Each case will be assessed on an individual basis and school reserve the right to adapt this policy when necessary in collaboration with the Local Academy Committee.

Appendix 1

Model timetable for whole-bubble closure – **EYFS** (will be adapted by teachers to reflect in-school timetable)

Time	Activity
9:00am	Welcome - good morning, morning prayer, story and/or song time
9:20am	Maths (including play-based activity ideas)
10:15am	Snack and Break
10:40am	Phonics
11:00am	Handwriting/Fine Motor Skills
11:10am	Play Based Learning Activities
12:00pm	Lunch (don't forget to say your prayers) followed by free time
1:00pm	R.E./Topic/Physical Activity
1.45pm	Break
2:00pm	Play Based Learning Activities
2.40pm	Collective Worship
3:00pm	End of day prayer

Model timetable for whole-bubble closure – **Years 1-6** (will be adapted by teachers to reflect in-school timetable)

Time	Activity
9:00am	Welcome session- good morning and morning prayer- see Evidence Me/Microsoft Teams
9:15am	Reading/Writing/Maths – set on Evidence Me/Microsoft Teams
10:15am	Break
10:30am	Reading/Writing/Maths – set on Evidence Me/Microsoft Teams
11:30am	Handwriting/Spellings/
12:00pm	Lunch (don't forget to say your prayers) followed by free time
1:00pm	R.E./Topic/Science/Physical Activity – Set on Evidence Me/Microsoft Teams
2:00pm	R.E./Topic/Science/Physical Activity/ Collective Worship – Set on Evidence Me/Microsoft Teams
3:00pm	End of day prayer and dismissal

Appendix 2

Model timetable for event where a small number of pupils are self-isolating, but able to access school work.

Time	Activity
8:00am	Wake up, have breakfast, get dressed, say the morning prayer
9:00am	Maths activity from Evidence Me/Microsoft Teams
10:00am	Short brain break – any activity that takes you away from school work
10:05am	English activity from Evidence Me/Microsoft Teams
11:15am	Handwriting/Spelling/Collective Worship/Reading
12:00pm	Lunch (don't forget to say your prayers) followed by free time
1:00pm	Topic, Science or RE activity from Evidence Me/Microsoft Teams
2:00pm	Short brain break – any activity that takes you away from school work
2:05pm	Topic, Science or RE activity from Evidence Me/Microsoft Teams
3:00pm	End of day prayer

Appendix 3

Code of Conduct for phone calls, video calls and recorded video –

For Pupils

- I will only take part in 'live 'video calls/sessions if an adult at home knows that I am doing it.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology (Zoom, Evidence Me/Microsoft Teams and Other interactive applications), this includes the resources I access and the language I use.
- I will make sure that all my communication with pupils, teachers or others using technology is responsible and sensible.
- I will not deliberately browse, download, upload or forward material that could be considered inappropriate. If I accidentally come across any such material I will report it immediately to my teacher or my parent/carer.
- I will not share resources or videos created by my teachers with anyone who is not a pupil or member of staff at St Gregory's Catholic Primary School
- I will not record or take photos of my classmates or teachers during a face-to-face session.
- I will not share any school content on social media platforms
- I understand that when using Zoom and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- I will continue to follow the rules (where applicable to home learning) regarding my use of technology as outlined in the school's Pupil Acceptable User Agreement
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parent/carer may be contacted.

Appendix 4

Code of Conduct for phone calls, video calls and recorded video –

For Staff

- To continue to follow Safeguarding procedures, including (but not limited to) continuing to look out for signs that a child may be at risk and reporting to DSLs.
- Staff must only use platforms agreed by the school to communicate with pupils, and it is the responsibility of the teachers to check content and comments.
- 1:1 video calls are strictly prohibited – On no occasion should staff make or take video calls with pupils.
- Wherever possible, another member of staff should be present/logged into live video calls
- Suitable clothing should be worn by all adult, in line with SNOMAC's Staff Professional Appearance Policy
- Language and behaviour must be professional and appropriate.
- Staff should ensure they are working from a suitable area at home, especially when using live video or recorded video
- Staff must ensure any background in videos (including background noise) is appropriate. This includes ensuring other household members are not included in any live lesson or video
- Staff should ensure there is always a meeting password and waiting room enabled for live video calling
- Staff will follow usual behaviour management techniques, used in school, to address any positive or concerning behaviour.
- Staff will contact parents/carers by email if pupils do not adhere to their Code of Conduct

Appendix 5

Pupil Acceptable Use Policy

Rules for Responsible Internet Use

Usually applied in school, should be adhered to where appropriate for home learning

The school has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others:

- I will only access the system with my own login and password, which I will keep secret;
- I will not access other people's files;
- I will only use the computers for schoolwork and homework;
- I will use flash drives (memory sticks) appropriately and follow school guidelines on their use;
- I will use the Internet safely and sensibly;
- When using the internet including a 'chat room' facility, I will not give my home address or telephone/mobile number, respond to requests using SMS or even arrange to meet someone, unless my parent, carer or teacher has given permission;
- I will only e-mail people I know, or my teacher has approved;
- Files attached to an email should be appropriate to the body of the email and not include any inappropriate materials or anything that threatens the integrity of the school ICT system;
- The messages I send will be polite and responsible;
- I will report any unpleasant material or messages sent to me. I understand my report would be confidential and would help protect other pupils and myself;
- I understand that the school may check my computer files and may monitor the Internet sites I visit.

Appendix 6

Evidence Me – user Instructions for Parents

Over the course of this morning you will receive an email from support@2eskimos.com asking you to confirm and activate your account and that you would like to participate. Make sure you check your spam/junk inbox as sometimes emails can get lost in there.

On clicking the link, you will be redirected to a web page where you can set a new password. Once you confirm this, then you will be able to login using your email address and new password for access each time.

Downloading the app:

Whilst *Evidence Me* can be used on a laptop or desktop computer, it is likely to be more convenient for you to use if you can download the app to your phone or tablet.

Android users, please note:

If your device is running Android 4.x (minimum requirement is v4.4) you will need to install an additional security certificate on your device in order for you to log in to the app:

1. First, check your device for Android system updates to see if there is a newer version of Android OS for your device
2. If there are no updates available then you will need to install an additional security certificate as follows:
 - Open an internet browser on your device
 - Go to – http://www.evidence.me/certificate/_2eskimos.com.der
 - In the “Name the certificate” box, type Evidence.Me into the Certificate name
 - Tap OK

Evidence Me Parent App

The Evidence Me Parent App can be downloaded using these platforms.

Download the App from your devices’ App Store

1. Visit the App Store or Play Store on your device and search for **Evidence Me by 2Simple**
2. Follow the steps to download the app



Log in to the app

1. Open the app on your device
2. Enter your **Email** and **password**
3. Tap **Login**
4. The following pop up message will appear:
 - **“Evidence me” Would Like to Access the Camera – Tap OK**
 - **“Evidence me” Would Like to Access the Microphone – Tap OK**
 - **Would you like to save this password to use with apps and websites? Please Note:** If you are using a shared iCloud account we would recommend clicking **Not Now**
 - **Do you want to set a PIN?** we recommend that you select **OK** to keep your app secure (you can select **No** and set this up at a later date).
5. Press **OK**

Accessing activities set by your class teacher

When you log in to the app the homepage should look something like this. The settings tab allows you to make changes, but it is recommended that you don't as this can cause difficulty in logging in in the future and can disrupt the pattern of learning for your child.

Observations is the term used for the activity/ task set to be completed. You will receive an email notification every time an observation is uploaded to the app for your child. By clicking on the link within the email notification you will automatically be taken to the new observation within your Evidence Me App.

If you are already in the app, click the observations tab. It is likely that if there are unseen tasks set this will have a red marker next to it.



What to expect when you click on an observation

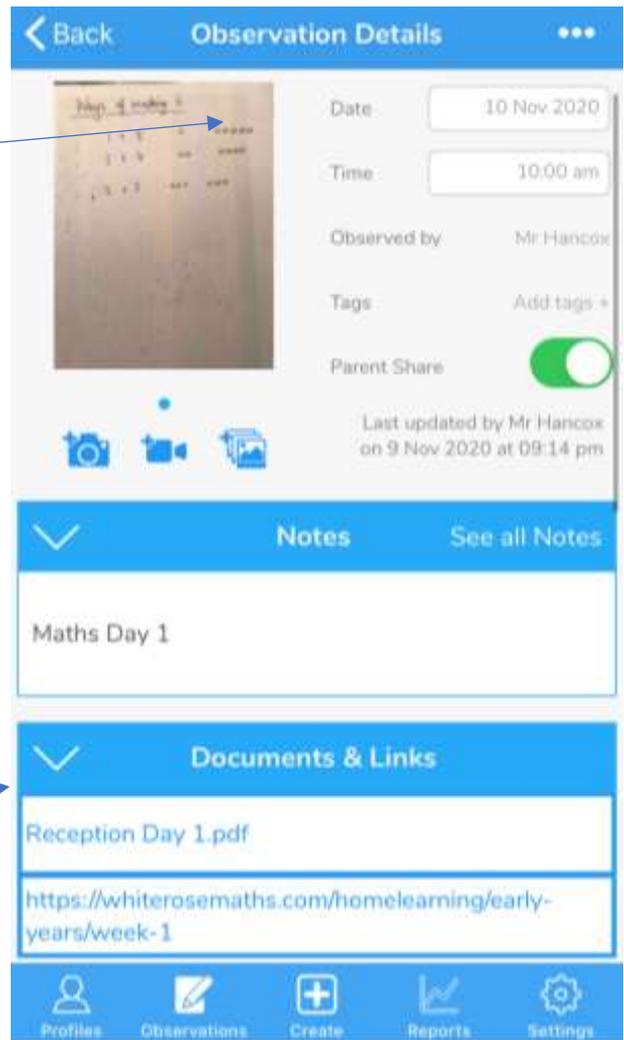
You should expect to see the date and time the activity is set for so that there is structure to the day if desired.

An image may be displayed to outline the task or show an example of what the end piece of work could look like.

In the notes section there will be instructions from your class teacher on what to do to complete the task.

In the documents and links section, you will be able to click on resources that will help support the learning and contain any questions or to-do activities.

This example shows the link to a maths video with teaching of a concept and a pdf file with questions to do after watching the video.



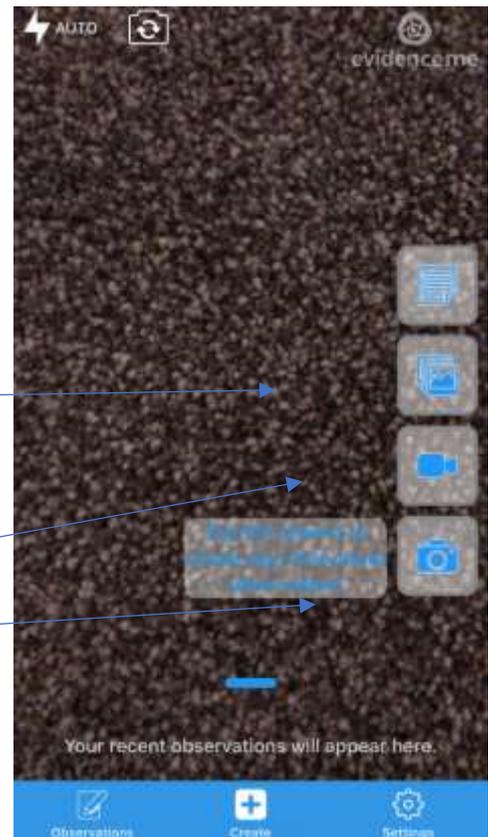
How to respond to tasks and upload work

Selecting the create button will take you to this view and you are ready to compose a response.

Top tip: You can take photographs of work or videos outside of the app using your phone or tablet. You can then upload these images/videos later on at a convenient time as an attachment in your observation response. This can be done by selecting this icon.

Should you want to take images/videos and upload an observation response there and then you can select these options.

Here are some more detailed instructions from the software creator as to how you can create your observation response to an activity set by your class teacher:



Create a Parent App Observation

For each Parent Share observation, you can add evidence. This could be an activity or a piece of work.

Tap on one of the below icons on the app Create screen to start your observation



1. The photo will be instantly captured
2. Edit your image using the image edit features – **Please Note** this feature will only appear if you have switched on **Enable Crop Screen** in the **Settings** area of the app
3. Tap **Done** in the bottom right-hand corner
4. Select **Tap to Edit**

TOP TIP: Your observation will automatically appear on your recent observations bar so you can always edit it at a later date.



1. The video will automatically start recording
2. Click on the **stop button**  to stop the recording
3. Click **Tap to Edit**

TOP TIP: Your observation will automatically appear on your recent observations bar so you can always edit it at a later date.



1. Your device gallery will instantly open
2. Select the image(s) you would like to upload (max 10)
3. Click **Select** in the top right-hand corner

PLEASE NOTE: If the video is saved in a special new "high-efficiency multimedia format" in the iOS gallery, then the video won't play (only sound).

Here is how you can switch off this new format open Settings:

1. Open the device **settings**
2. Scroll down to **Camera**
3. Tap **Formats**
4. Tap **Most Compatible**

To see how to upload a response without any media (videos or images) then please continue to the next page.



Continue without evidence

1. A blank observation will automatically open

Add App Observation Details

1. Tap to **edit** an observation
2. Click to amend the date and time (if required)

Date	14 Aug 2019
Time	02:00 pm
Observed by	Kevia Conneran

3. Tap on one of the icons below the image to upload more evidence



If there isn't any then skip this step.

4. Tap **Add Learners +** – Please note a learner must be added in order for the observation to be sent to the school or setting

	Learners	Add
Add learners +		

Your child's name should already appear here. If not just select their name.

5. Tap **Add Parent Notes +**

	Parent Notes	See all Notes
Tap to edit +		

Leave a comment for your class teacher, maybe a quoted response of what your child said when discussing a concept.

Please try and add as much detail to your response as you can i.e. date, time, parents notes etc.

Observations will automatically be uploaded to the school's account as long as your device is connected to wifi – there is no option to and no need to select save or send. This is indicated by a green dot appearing in the top left-hand corner of the observation thumbnail.

Observations with a red dot in the top left-hand corner have not yet been uploaded and will upload automatically as soon as your device is connected to a good wifi connection.

We hope this guide is of some use to you and that you soon get to grips with using the software.

We look forward to seeing what your child has been getting up to.

Kind regards,

The staff of St Gregory's Catholic Primary School

Appendix 7

Microsoft Teams – user Instructions for Parents



Microsoft Teams St Gregory's Catholic Primary School - Family User Guide



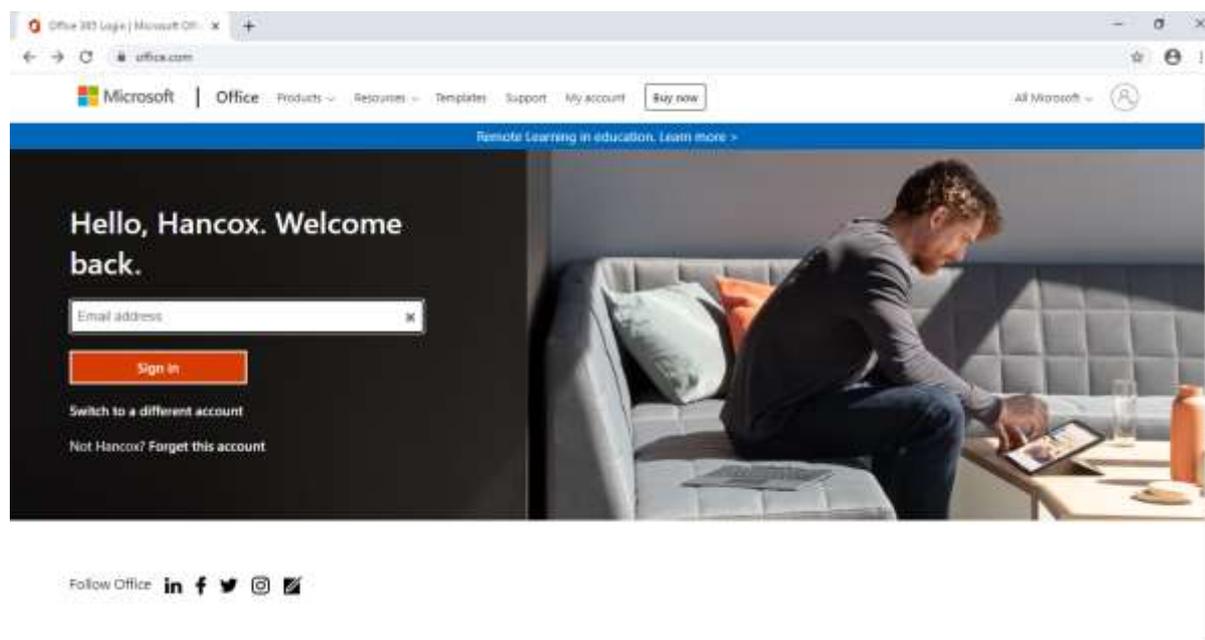
Logging into the network

Some of you may be familiar already with how Teams works, but for those who are not, these steps should help to guide you through the functions of the software.

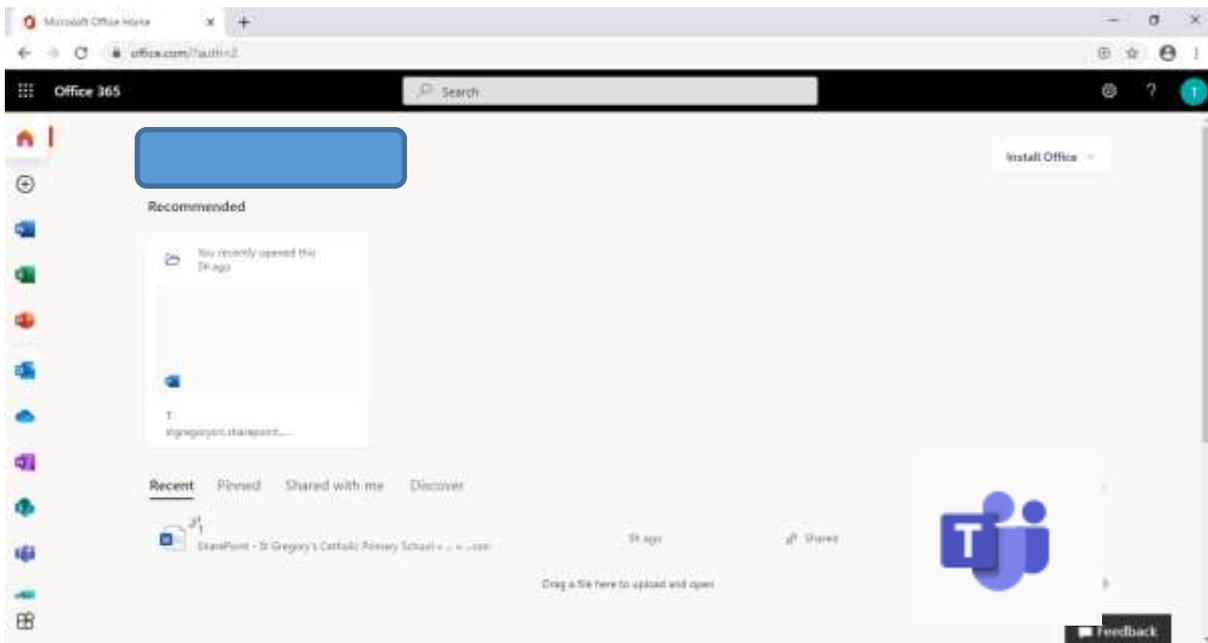
Follow the link to visit the sign in page.

<https://www.office.com/>

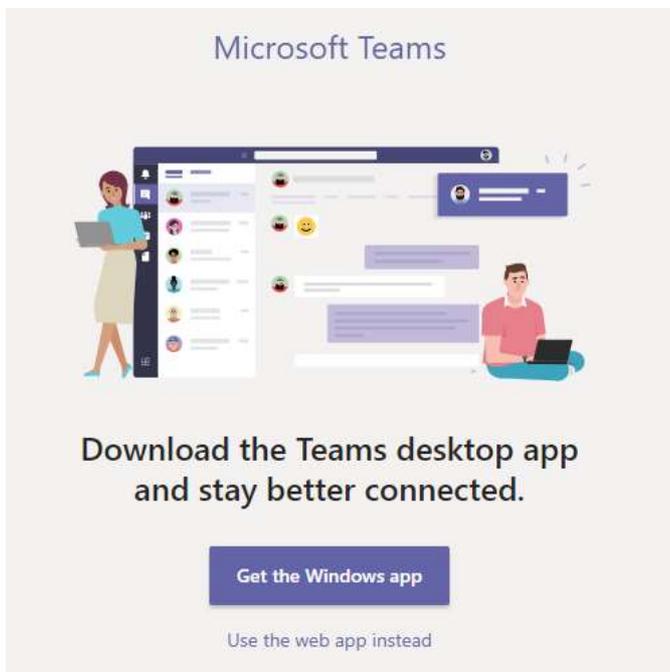
Enter the given email address and then when prompted to do so, enter the given password.



When you sign into Office 365 you will be directed to the page similar to that below.



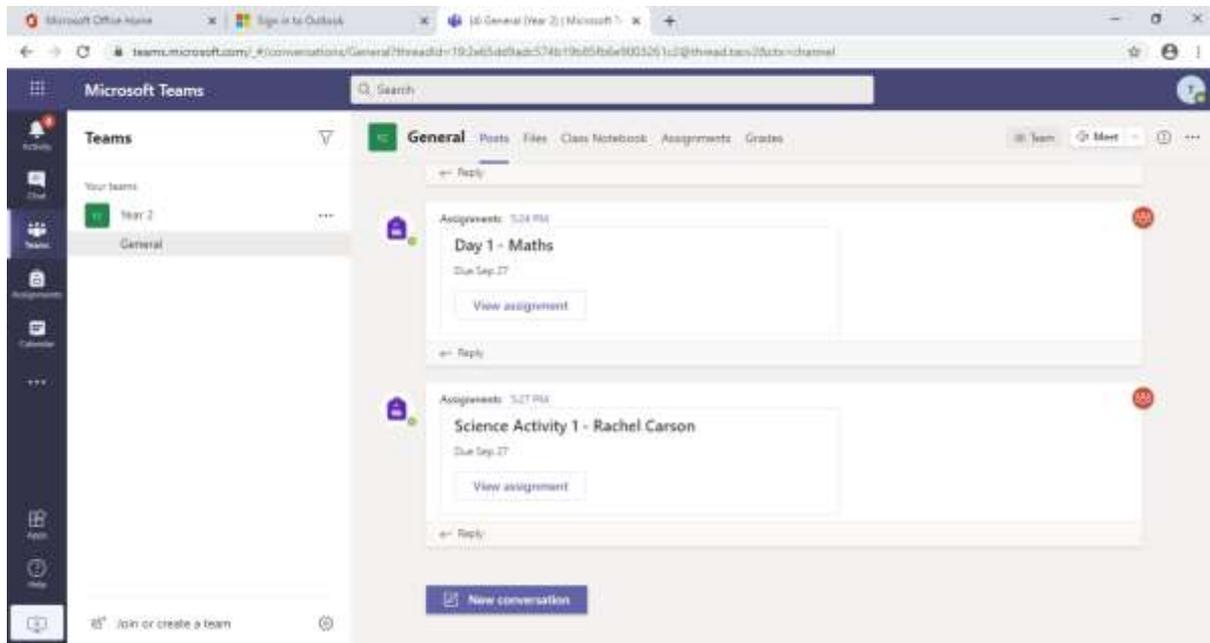
It is on this page that you will see the icon for Teams. Click the icon.



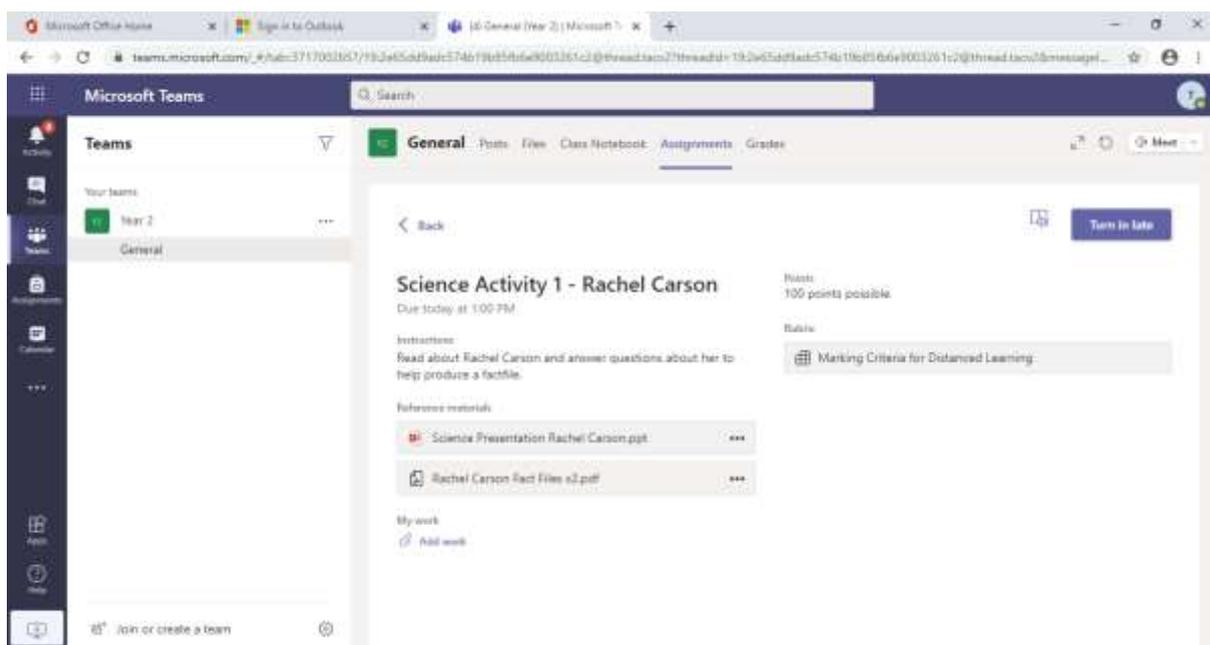
It is then your choice whether to download the app or continue to work online.

What to expect when you use teams

Once you've chosen you will be directed to the Teams homepage where you will be able to view assignments under the 'general' tab or the 'assignments' tab. Click 'view assignment' to see what is expected for that specific task.

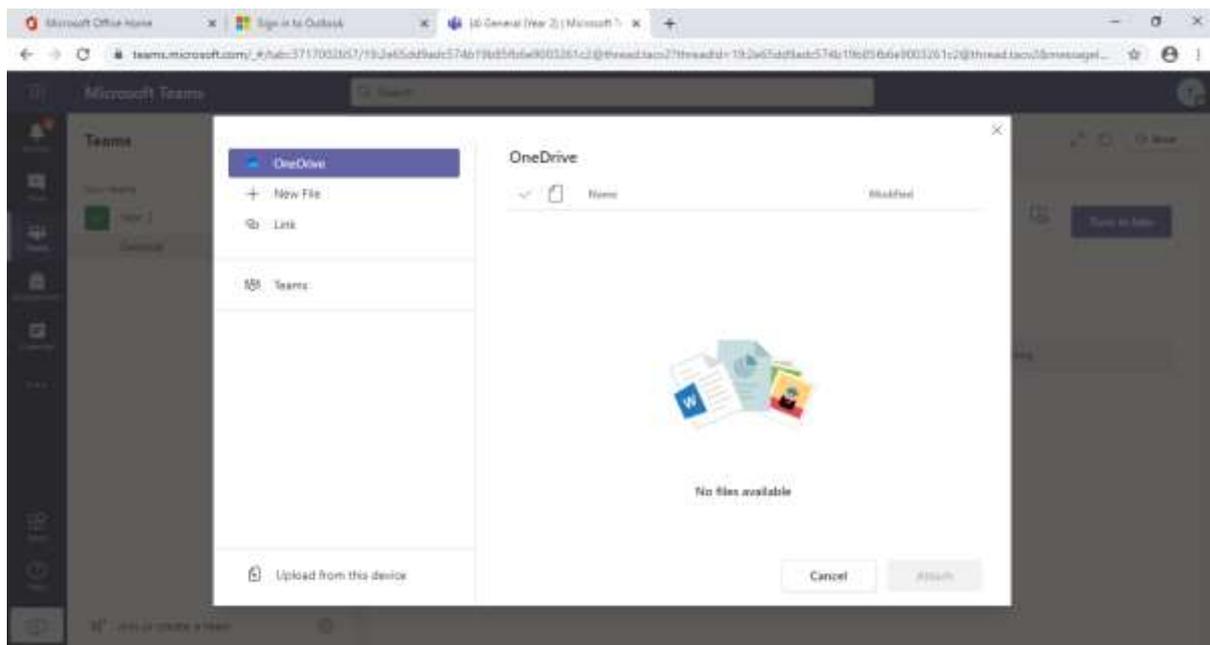


There will be a brief written introduction to explain what to do for the task set. To respond to the activity just click the link entitled 'add work'. The subheadings for 'points' and 'rubric' will make more sense later on when the class teacher has given feedback on the learning that has been 'handed in'.

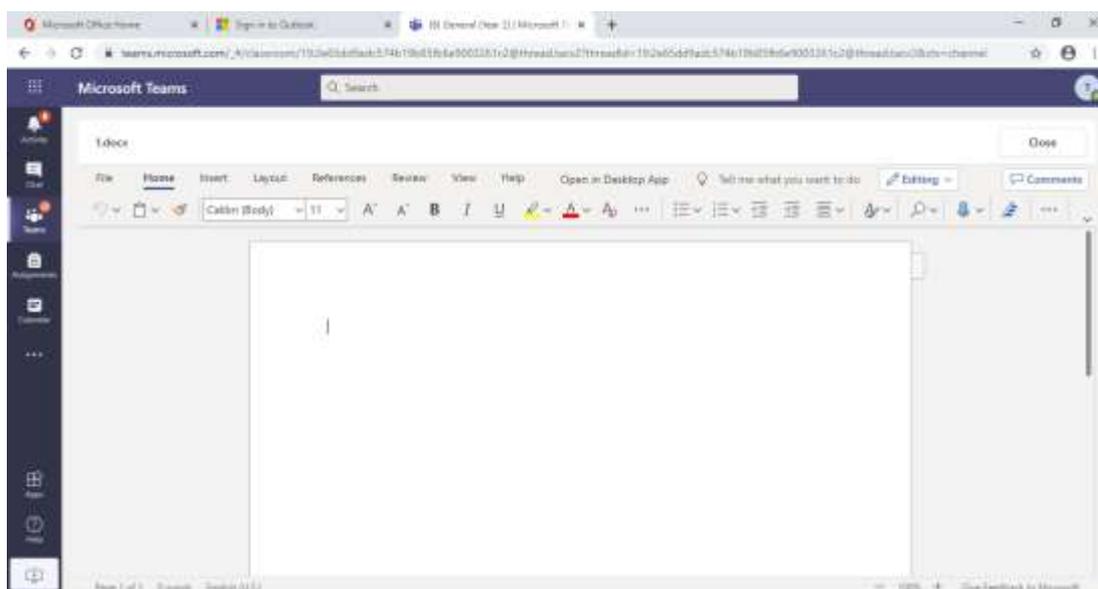


There are two ways in which you can upload work in response to an assignment:

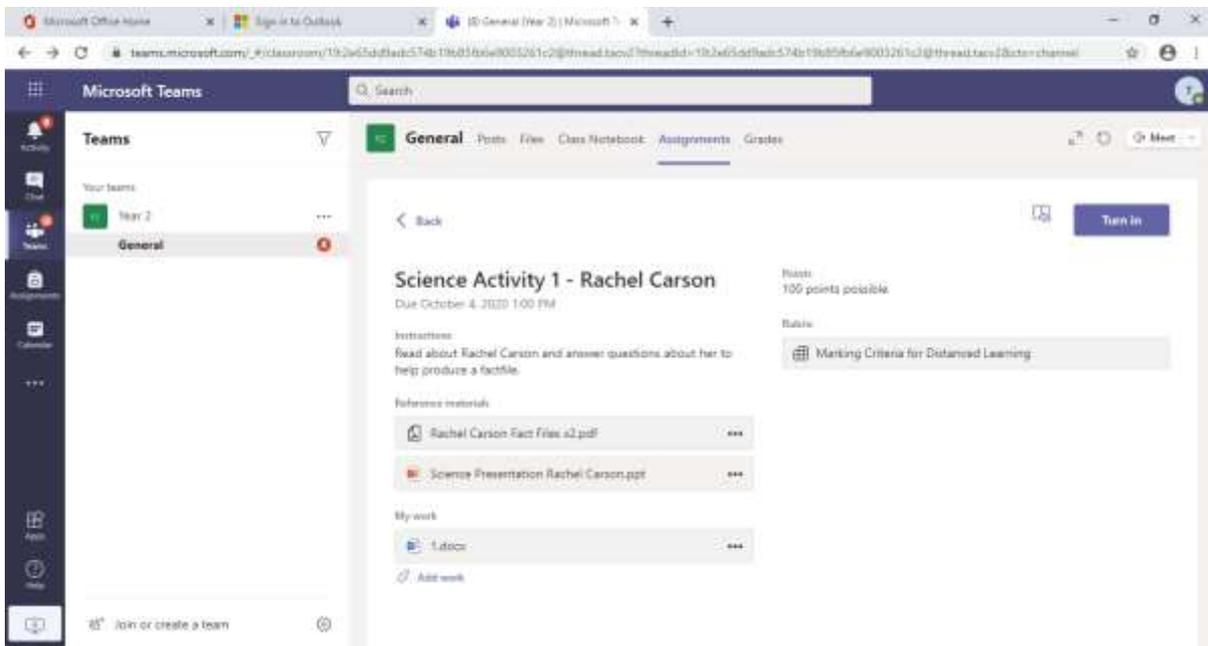
- Select '+New File' to use an online version of a 'Microsoft Office' software program (PowerPoint, Word or Excel) to complete the activity set;
- Use one of the above to complete the activity saved to your device and then select the option to 'Upload from this device'
- Complete tasks on paper, take photographs of them and upload the photographs to be viewed by the class teacher (select the option to 'Upload from this device').



The image below shows what Teams will look like if you choose '+New file' and select 'Word'. Whether you use Word or PowerPoint online, work will be saved automatically as you go. Therefore, you can start a piece of work, press close and the work will be there later on should you need to return to it.



Once you are happy with the work to be handed in (whether it is uploaded or completed in Word or PowerPoint online), you will see that a file is added to the 'My Work' section of this page. All you need to do then is select 'Turn in' at the top right of the screen and your teacher will receive a notification that your work is ready to view.



Once the teacher has left feedback you will be able to see the points awarded for that piece of work. A scale will be used to mark from 1 to 4. Each scale has a weighting of 25 points with 4 earning a total of 100 points. A teacher may feel it is necessary to leave a comment as part of the feedback.

You are able to access Office 365 and Teams using a desktop computer, laptop and tablet. Should you have difficulty in accessing any of the work set, contact your class teacher using the school email system and they will be in touch as soon as possible to support you.