

# Chisenhale's Remote Learning Policy

## Our Vision and Values



## Our aim

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It sets out the systems and technology that staff will use to continue learning experiences for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The School's usual Online Safety Policy and Acceptable Use Agreements still apply at this time, but this policy is an addendum in these unprecedented circumstances.

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education; however, we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time, and some children will be able to work more independently where others will need greater support.

## Wellbeing

With our school vision and values at the heart of the children's school experience, we strive for everyone to enjoy learning. In line with this, the wellbeing of children, families and staff is paramount, and this goes hand in hand with ensuring that the children have a positive mind set to learn and an optimum learning environment.

At a time of uncertainty and anxiety, home learning should not add to families' feelings of anxiety or stress. Many children need a lot of guidance when working both in school and at home, and cannot be left for long periods of time to complete complex tasks. Therefore, the learning activities we are providing are ones that we hope children are motivated to complete.

We encourage families to enjoy their time together – to spend time outdoors, keeping active; to retell favourite stories, sharing and enjoying books; drawing pictures and cooking; playing a board game or working on a puzzle together. These are all authentic learning experiences and they are key for families, helping with the balance of home learning and being a family at home.

Our School Counselling provision is maintained during school closures and contact between the families and the two services is made through either telephone or online means as agreed.

### **Our rationale for Chisenhale's Remote Learning Provision**

To facilitate safe and secure contact between teachers and pupils, Chisenhale will make use of Google Classroom. Each class will have their own online space where children and teachers will be able to share work, ask questions and share ideas.

We are committed to ensuring appropriate learning materials will be provided online throughout the period that not all children are able to come in to school. The universal offer will provide sequential, age-appropriate daily learning in English, Maths and other national curriculum subjects. The class teachers will plan for their year groups using the curriculum and resources that they would normally use when in school, aiming to provide a seamless transition between the school and home learning curriculum, using their knowledge of the pupils' learning needs and of the knowledge and skills that they have already acquired on their learning journey.

We have learnt from bubble closures and the closure early in the pandemic. In addition to staff reflections, we have also developed the remote learning provision from a substantial parent/carers survey in the previous summer term. The school continues to regularly evaluate the effectiveness of the remote learning provision.

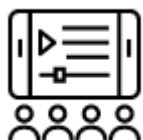


### **Remote Educational Provision for individuals who are self-isolating or shielding**

In the event that individual pupils are confirmed to be self-isolating or shielding due to COVID, children will be provided with a minimum of the English and Maths learning that they would have had in school via Google Classroom. This will be provided by staff the day after being notified that the child will not be in school, making this manageable for staff to prepare this on top of their usual weekly workload. Families can also access a number of

ready-prepared high-quality materials, such as that on the National Oak Academy website to supplement the school offer.

Staff will view and give feedback on pupils' work during the week as appropriate.



## **Remote Educational Provision for year group bubbles or whole school closures**

In the event of a year group bubble closure or the whole school having to self-isolate or partially close, the children's learning will move onto Google Classroom. This is a very popular platform, not just in this country but worldwide, and one which the Government recommends. Children have used this in class, teaching them the basics and allowing them to become familiar with this learning platform.

### **Government expectations (January 2021)**

The Government has provided schools with expectations for the remote learning provision. There is an expectation that children's learning can continue seamlessly whether learning from home or in school. We have carefully considered how our provision meets this guidance, and will update this in line with any further guidance that is released. Further details about the remote learning provision for Early Years, KS1 and KS2 is outlined below.

### **Remote Learning practice and recommendations (Google Classroom):**

- Google Classroom will be the single hub for all Remote Learning interactions.
- Google Meets allow teachers to host video and audio calls and children can join these by clicking on the link which is posted on the classroom Stream.
- Screen sharing will allow teachers to present their screens and open documents during the Meets for discussion and sharing with the class as needed.
- The safety of both children and staff when using this technology is paramount and we will be following relevant advice from Google Classroom, the Children's Commissioner and the NSPCC.

We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. This will be impacting families as well as staff working from home.

In all years group - Nursery to Year 6 - children will use Google Meet to attend a live registration daily with their teacher and class. They will also have small group sessions with staff for guided groups about the learning throughout the week. During these meetings, we advise parent/carers to be present in the room so that they hear what the staff are saying and they will then be able to support the children with the subsequent learning tasks. If a

child has a 1:1 session on Google Meet or via the telephone, a parent/carer must remain in the room to be in line with our safeguarding protocols.

In order to protect both children and staff, when your child is part of a Google Meet, you agree to the following:

- An appropriate adult must remain in the same room as the child during video or conference calls to monitor and ensure they are safe and using it appropriately.
- Children should be in a quiet space so that they can focus. This should not be a bedroom but a suitable communal environment, if possible.
- Children should be appropriately dressed, in a way they would be for school - uniform isn't necessary, but they should be fully dressed in daytime clothes, rather than pyjamas.
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background.
- Google Meet has a built-in option to use a virtual background where you can blur your surroundings – this is advised if you are working from a device that allows this.
- Children must log in using their own Google account log in, rather than a family members' log in. This will display their name so that staff know that it is them. Staff will not admit unknown Google accounts into a Google Meet.
- Children should have their camera on during the registration. Staff will remind children to turn this on.
- They should mute themselves unless asked to contribute (the host can also mute them).
- Children shouldn't write on the chat, unless they are specifically instructed to do so (the host can also disable the chat function). Any comments should be appropriate and relevant to the work or asking a question.
- Children can be removed from the meeting if they don't follow these rules.
- You and your child will not try to contact any staff using these online tools outside of the pre-arranged Google Meets. If you need to contact staff for any reason you will do so through the private comments function on assigned work if this is a technical issue or via the [teachers@chisenhale.towerhamlets.sch.uk](mailto:teachers@chisenhale.towerhamlets.sch.uk) email address for any other queries.
- Screenshots, photos or recordings of Google Meets must not be made and the Meet links must not be shared with others on a virtual class, social media or elsewhere online.
- When having small group or 1:1 Google Meets, a teacher, and normally one other staff member, will be present throughout the video call to help safeguard all participants and monitor appropriate use. When this is not possible, the staff member will ask a parent/carer to remain in the meeting with the child.
- Teachers will stay in the meeting until everyone has 'logged off'.

- Scheduled 1:1 Google Meets meetings are recorded. This is indicated at the beginning of the meeting both by the host and on the screen. These recordings are saved on the host's Google Drive for 7 days and then automatically deleted.
- Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.

### Further information about Chisenhale's offer

Government Guidance	Chisenhale Offer
<p>Remote education provided should be equivalent in length to the core teaching pupils would receive in school with both recorded or live teaching time and time for pupils to complete tasks independently.</p> <p>At a minimum Key Stage 1: 3 hours a day on average.</p> <p>At a minimum Key Stage 2: 4 hours a day on average.</p>	<ul style="list-style-type: none"> <li>- Recorded lessons for English (including Reading/Phonics) and Maths so that children and parents are able to access these at times which suit their schedules. Some children have also told us that they like to be able to watch the explanations more than once. It is important that the children do all of the elements of the session when instructed, including watching the video and engaging with the tasks at the pause points throughout.</li> <li>- Setting tasks related to this lesson for children to complete. There will be a mixture of tasks to complete on a Google Document and in the children's home learning book.</li> <li>- Providing wider curriculum lessons each day, ensuring the full breadth of the curriculum subjects are taught over the term.</li> <li>- Promoting the use of learning platforms to support the children's learning, such as Bug Club and Times Tables Rockstars.</li> <li>- During the Google Meet meetings and on the classroom stream, teachers will be encouraging the children to engage in physical activity, as we know this is an extremely important part of any 'school day'.</li> <li>- Story time will be provided each day.</li> </ul> <p>NB: The Government does acknowledge that 'younger children in KS1 and in Reception require high levels of parental involvement to support their engagement with remote education, which makes digital provision a challenge'. We of course know this, and are therefore ensuring that tasks are set which are not reliant on the children sitting in front of the screen all the time, but working in books, moving around and being creative.</p>
<p>Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.</p>	<ul style="list-style-type: none"> <li>- The whole school is working on Google Classroom.</li> <li>- Through Google Classroom, the teachers offer live meetings with the children, set tasks, 'chat' through the private comments and respond to the children, as well as marking and giving feedback on tasks.</li> </ul> <p>NB: In Year 1, work can be uploaded every couple of days, if daily is too difficult.</p>

Set meaningful and ambitious work each day in an appropriate range of subjects	<ul style="list-style-type: none"> <li>- The teachers ensure there is English (both reading and writing) and Maths work set each day, which is differentiated for the children's varying abilities, as well as at least one other curriculum area.</li> <li>- This learning is referred to in the morning Google Meet sessions.</li> </ul>
Overcome barriers to digital access	<ul style="list-style-type: none"> <li>- The school have distributed many laptops, but parents/carers should let us know if you still have access difficulties whether that be devices or internet. Contact the school by calling or emailing <a href="mailto:teachers@chisenhale.towerhamlets.sch.uk">teachers@chisenhale.towerhamlets.sch.uk</a></li> <li>- Work can be completed in the children's home learning books if you have technical difficulties.</li> </ul>
Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	<ul style="list-style-type: none"> <li>- The daily Google Meet is one way of checking how the children are getting on with the tasks and seeing if they are managing them. Work will be shared and celebrated, motivating the children.</li> <li>- The work being submitted, either as it is completed within the remote learning platform or uploaded via a photograph, means that we can see the engagement.</li> <li>- If we notice a family struggling to engage in the home learning, staff will call to check in and see if the school can offer any support.</li> </ul> <p>NB: Children also need to click the 'Turn In' button after completing a lesson, even if they don't need to submit work.</p>
Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.	<ul style="list-style-type: none"> <li>- Small group Google Meets are arranged daily and these are rotated to ensure all children from the class engage in this learning experience each week. These are linked to a learning focus, for example to discuss a text and answer comprehension questions in reading. These are run by teachers and support staff.</li> <li>- The children are invited to join these on the classroom Stream. They will also be reminded in the morning Meet, and children should attend if possible.</li> <li>- Some groups will have more sessions, including some with support staff; this depends on need as well as staff availability. These sessions are in addition to the whole class Meet.</li> </ul>
Enabling pupils to receive timely and frequent feedback on how to progress using digitally-facilitated or whole class feedback where appropriate.	<ul style="list-style-type: none"> <li>- Work is marked in line with the school marking policy, highlighting areas that meet the learning focus in orange and those which need to be checked and edited in yellow.</li> <li>- Feedback is also given via the private comments as well as in the small meetings, stating where the child has done well and what areas they could improve.</li> </ul>

Regular breaks and time away from screens is a must to promote the best learning when children return to their home learning. Due to this, we are providing a flexible timetable for our remote learning. Through Google Classroom, we will set tasks daily that are due at 8pm

each evening in order for these to be completed at different times throughout the day, allowing children to work at a time that is best for them and their family as a whole.

Friday afternoons will be the teacher-allocated Planning, Preparation and Assessment time, so teaching staff will therefore not be available online. Depending on availability, there may be support staff available. The company who provide our PPA cover ordinarily will be providing recorded lessons and the set work will not therefore require assistance or feedback.

### **Early Years:**

For Nursery children, the offer is there for any parents who wish to take it up. Nursery education is non-statutory, and these are ideas to help you fill the time, based on what we would have been doing at school. We hope they will give parents/carers some direction and a routine, if they want it. Of course the tasks will require an adult, they are not meant to be independent tasks.

As always, lots of play, talk, sharing, counting, singing, sharing books and physical activity are the best things the children can be doing.

For Reception children our offer is different. Children should still be doing lots of play, talk, sharing, counting, singing, sharing books and physical activity. However, we also have more provision on the Google Classroom.

Each day there will be a core offer that we hope each child will be able to access:

- Daily phonics – this will be a short video recorded by one of our teachers, followed by a task
- Daily maths – a short task
- Daily topic – a video to watch and some *optional* tasks to do afterwards
- A daily story

On Fridays there are scheduled Google Meets in small groups with the teachers for all of the children.

### **Interaction**

We are keen to make remote learning an interactive experience through the submission and sharing of work by children and feedback from teachers, be that 1:1, during small groups or whole class sessions or arranging opportunities for pupils and families to interact and collaborate with the younger children. As noted above, we will also provide daily live face-



to-face contact opportunities for children, to maintain a sense for them of being part of a class, using Google Meet to do this.

There is a private comments function on each piece of work. This allows children to have encouragement, praise and feedback on how they can improve and make progress.

## **SEND**

Children with SEND will be provided with access to remote learning in line with their peers. Class teachers will ensure that the work is appropriately differentiated to meet their needs. Additional support, to further explain the learning, will be provided for children who need it, by the class teacher or support staff through phone calls or group or individual Google meets.

We recognise that for some of our children with more significant or complex needs, they would struggle to access on-line learning. These children will be provided with individualised home learning packs by the Senco, in consultation with class teachers. The Senco then will maintain regular contact with parents to check how the learning is going and to provide additional resources as required.

Our speech and language therapist, whom we employ for one day per week, will continue to provide support to families during school closures. This support will take the form of weekly activity ideas emailed to parents and the opportunity for parents to access individual advice by phone or through email.

## **Access to devices and practical resources**

We are aware that whilst remote learning will be accessible to some of our pupils, for many access to computers can be challenging, particularly if you are managing the learning needs of more than one child or of children of different ages and at different stages of their learning. We will act on government guidance on supporting vulnerable pupils with access to technology where appropriate and we have a system for lending the school laptops to both staff and pupils where possible. Parents/Carers can contact the school by telephone or via the [teachers@chisenhale.towerhamlets.sch.uk](mailto:teachers@chisenhale.towerhamlets.sch.uk) email address if you have any concerns or worries with devices that we can support with.

If a bubble closes or the school partially closes, the children will be sent home with their resource pack from school, which contains a pencil, ruler, whiteboard and whiteboard pen amongst other equipment they require to continue their learning. Each child has been given a home learning book and their log in details for Google Classroom and any other platforms that are frequently used for learning, for example Bug Club or Times Table Rockstars.

Children will need access to reading books to continue their development and progress, as well as for enjoyment. There are lots of resources online, both to read as electronic Ebooks or to listen to as audio books, and many authors are reading their stories for children's enjoyment. There are some suggestions below of online resources:



<https://www.worldbookday.com/share-a-story-corner/> - The World Book Day website has 'Share a Story Corner' videos, which have good quality texts that are read aloud for younger children. The website also comes with follow up activities.

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/> - The Book Trust website has books available online and some read aloud by famous faces.

<https://www.youtube.com/watch?v=gtvLYrTzJus&list=PLE5MZB5pedUMQRHw2etfKDkufdGKDIPsU> – Related to the website above, this is the Book Trust Story Time playlist on YouTube.

<https://www.booksfortopics.com/storytime-online> - The read-aloud books can be accessed through scanning the code with a phone or can be searched on YouTube as 'Puffin story time online' along with the title of the book.

<https://library.thenational.academy/> - The Oak Academy in partnership with the Literacy Trust are uploading weekly books read by their authors, as well as the entire book to read online.

## **Safeguarding and GDPR**

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they work in a way that will safeguard and promote the welfare of all of the pupils at this school at all times. This includes the responsibility to provide a safe environment in which children can learn either at school or at home. Where staff are interacting with children online, they will continue to follow our existing code of conduct and the school IT acceptable use policy.

If a member of staff, or a parent has a concern, they should act immediately, following the school safeguarding procedures, as per the school Safeguarding and Child Protection Policy.

A Designated Safeguarding Lead or Deputy will always be available, in school or by telephone if working remotely.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **Staff Protocols**

Use of devices:

- Make sure devices used at home are password protected
- Use only your school accounts for school business, especially email as this is secure.
- Save documents onto the school server or Google drive

Google Meets:

- Remind everyone about behaviour expectations and implications at the beginning
- Remind parents they should be in the room
- Be aware of your own surroundings and who/what is visible to pupils and blur the background
- Send the link rather than an invite so the pupils can't join until you are ready
- Where possible do have two adults in a meet – especially the large class ones
- Position the screen sensitively if others are in the house
- Planned 1:1 meetings: parents should be told at the beginning of each meeting that for safeguarding purposes the meeting is recorded and held on the school server for one week, then automatically deleted.
- If you are in a 1:1 meeting with a child because other children have not turned up or have left, let a senior member of staff know so that it can be logged.

#### Phone calls:

- Use secure online systems to retrieve parent telephone numbers, do not keep written lists at home unless you can lock them away and guarantee safe disposal.
- Always withhold your number when using personal telephones
- When speaking to a child ask for the phone to be on speakerphone and a parent to remain present
- Hold conversations privately
- Always remember to record on the school system contact with family – or failed contact.

#### Content:

- Do not upload content for children that you have not watched yourself
- Do regularly remind pupils of internet safety

Due consideration should be put in place by staff before sharing photos or video as to whether there are any issues regarding safer care and professional conduct, online safety or other safeguarding elements.

### Key questions parents/carers have asked:

#### Will my child have any 'live' lessons?

At Chisenhale, a 'live' lesson can take lots of different forms. It might be:

- A pre-recorded video of a member of staff teaching a specific skill or reading a story
- A lesson being taught to the group via Google Meet
- Daily registration sessions where teachers are taking children through their daily timetable and explaining tasks
- A video from an outside company (e.g. Oak Academy, White Rose) teaching your child a particular concept

As a school we are also mindful that lots of our families have more than one child at the school so fitting in 'live' lessons for all of your children would be hard. We are also conscious of the fact that lots of our children are sharing devices with siblings and that our parents are often trying to balance their work commitments with supporting their child's learning. Our remote learning offer takes into consideration the context of our school community.

### **How do I know what lessons my child should be doing when?**

The school will post a link to the Google Classroom stream to share when they should attend Google Meets. They will be assigned work to do throughout the day. Although we are not providing a prescriptive timetable, it is often best for children to follow their normal daily school routine of English and Maths learning in the morning and the wider curriculum areas during the afternoon. However, we are mindful that this timetable may not fit with every family's routine. Therefore, we are supportive of parents being flexible with which lessons are done when. All we ask is that parents get their child to register every day, attend any live Google Meet registration sessions and submit their work on Google Classroom. It is important to remember that any work that is submitted outside of school hours may not get adult feedback until the following day.

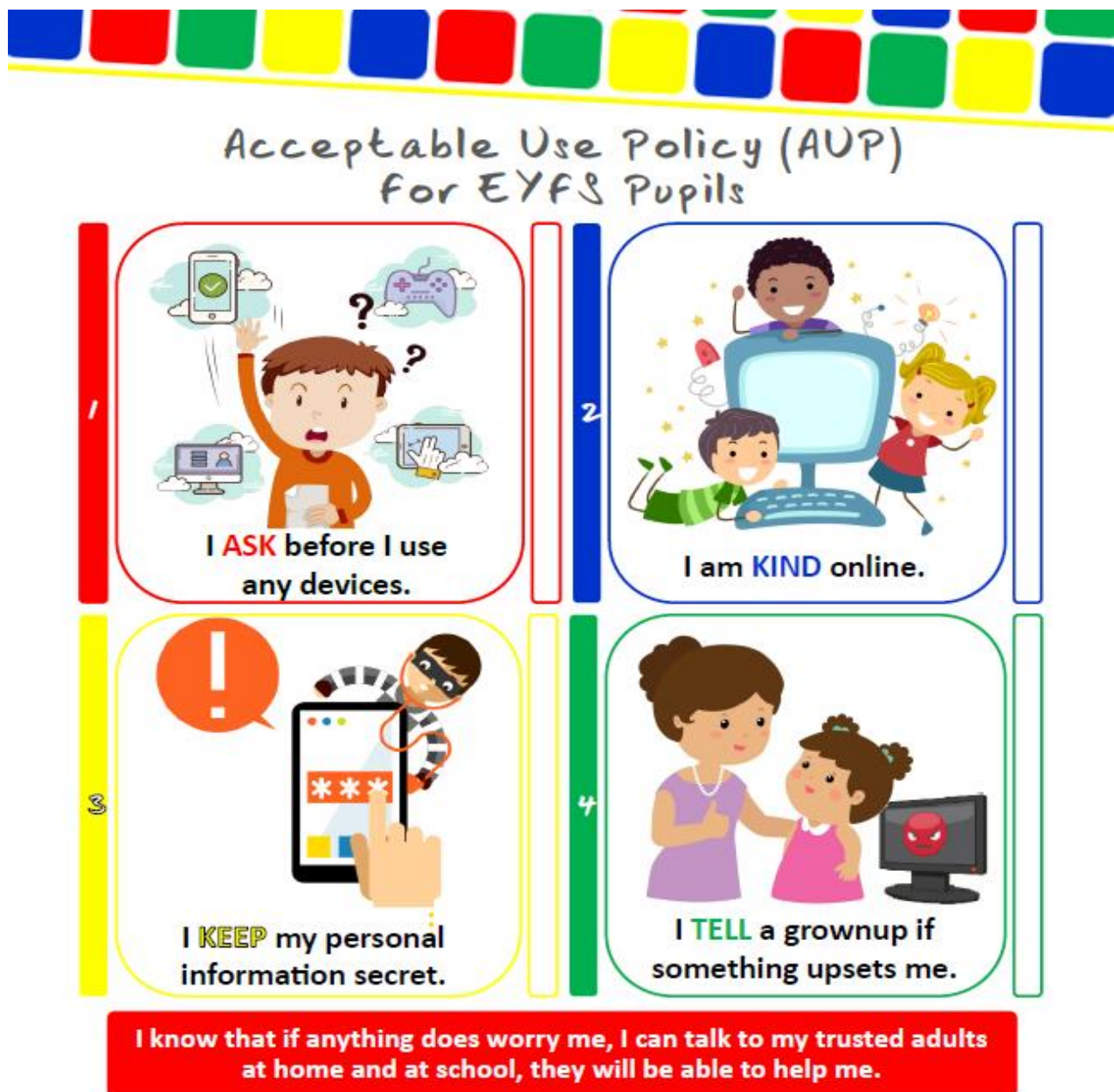
### **What feedback will my child receive on their learning?**

Google Classroom enables staff to give feedback to children on their learning and suggest next steps to move their learning forward. We will check how much remote learning your children have engaged with and will make individual calls to families who we feel may need further support with remote learning engagement.

### **Can I get paper copies of the learning for my child?**

All of our remote learning will be online on Google Classroom. We understand that it might be easier for some of our families if they have paper resources. We will support individual families that need this additional support, where we can, but the focus is on accessing the learning remotely.

## Appendix A: Acceptable User Agreements



## Acceptable Use Policy (AUP) For KS1 Pupils

1	I only <b>USE</b> devices, apps, sites or games if a trusted adult says 'yes'.	<input type="checkbox"/>
2	I <b>ASK</b> for help if I'm stuck or not sure.	<input type="checkbox"/>
3	I <b>TELL</b> a trusted adult if I'm upset, worried, scared or confused.	<input type="checkbox"/>
4	If I get a <b>FUNNY FEELING</b> in my tummy, I talk to an adult.	<input type="checkbox"/>
5	I look out for my <b>FRIENDS</b> and tell someone if they need help.	<input type="checkbox"/>
6	I <b>KNOW</b> people online aren't always who they say they are.	<input type="checkbox"/>
7	I don't keep <b>SECRETS</b> about what I do online.	<input type="checkbox"/>
8	I don't do <b>DARES &amp; CHALLENGES</b> because someone tells to.	<input type="checkbox"/>
9	I don't change <b>CLOTHES</b> in front of a camera.	<input type="checkbox"/>
10	I never <b>SHARE</b> personal information or passwords.	<input type="checkbox"/>
11	I am <b>KIND</b> and polite to everyone.	<input type="checkbox"/>

**I know that if anything does worry me, I can talk to my trusted adults at home and at school, they will be able to help me.**



## Acceptable Use Policy (AUP) for KS2 Pupils

### MY RULES FOR KEEPING MYSELF SAFE WHEN I USE THE INTERNET:

- I learn online**  
I use the school's internet and devices for schoolwork, homework and other activities to learn and have fun. School internet and devices are monitored.
- I ask permission**  
Whether at home or school, I only use the devices, apps, sites and games I am allowed to, at the times I am allowed to.
- I am creative online**  
I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things.
- I am a friend online**  
I won't share anything that I know another person wouldn't want shared, or which might upset them. And if I know a friend is worried or needs help, I will remind them to talk to an adult, or even do it for them.
- I am a secure online learner**  
I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
- I am careful what I click on**  
I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes additions can cost money, so it is important I always check for these too.
- I ask for help if I am scared or worried**  
I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
- I know it's not my fault if I see or someone sends me something bad**  
I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
- I communicate and collaborate online**  
with people I already know and have met in real life or that a trusted adult knows about.
- I know new online friends might not be who they say they are**  
I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
- I check with an adult before I meet an online friend**  
face to face for the first time, and I never go alone.
- I don't do live videos (livestreams) on my own**  
and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first
- I tell my parents/carers what I do online**  
they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.

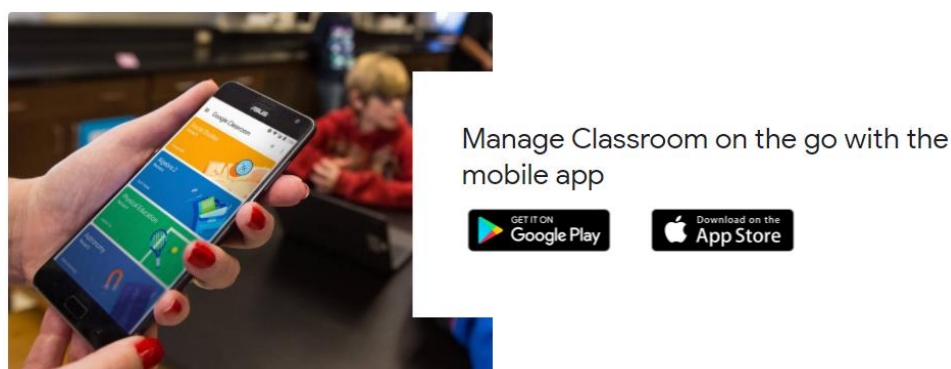


## **Appendix B: Google Classroom – How to...**

Dear Parents/Carers,

Chisenhale are now using Google Classroom to set learning for your children while their year group bubble is closed. Google Classroom should work on any laptop, tablet or modern smartphone. In order that you can support your children with their Google Classroom learning, we have created this parent's guide.

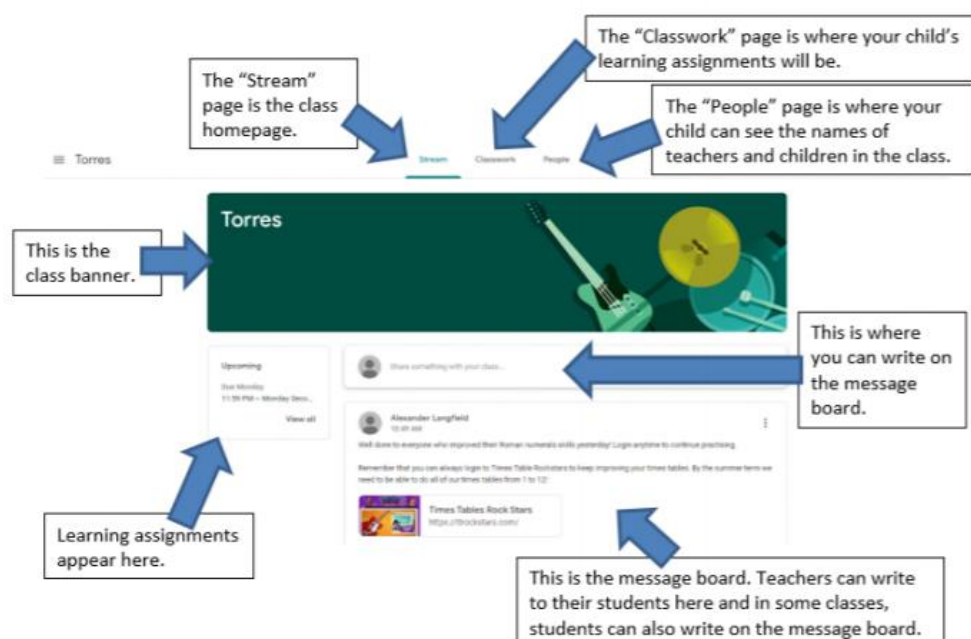
There is a Google Classroom app for both Android and iPhone users. The functions work better via the apps – you can receive direct notifications when a new assignment has been added and when someone has replied to a comment.



### **The Stream Page**

The "Stream" page acts as the homepage for the class. From here, you can navigate to your child's learning.

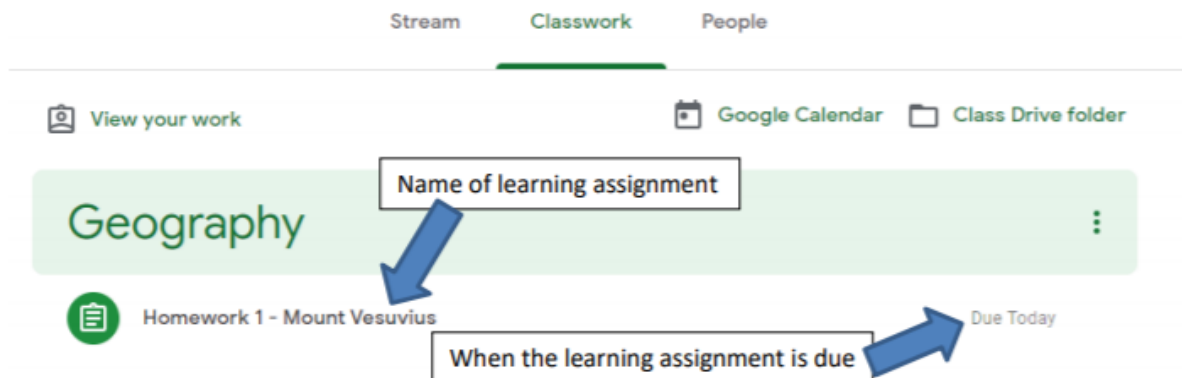
#### **THE STREAM PAGE**



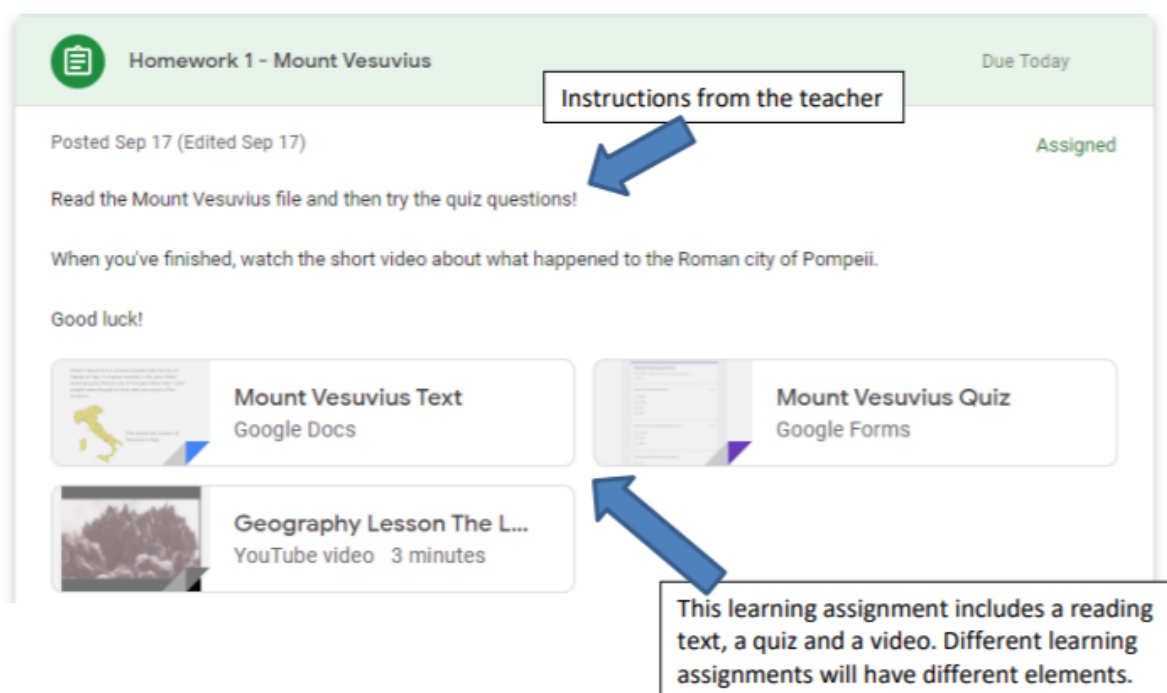


## The Classwork Page

Click on the “Classwork” tab at the top of the Steam page. It will bring you to the Classwork page, which shows all the learning assignments that your child has been set.



In the example above, there is just one listed: “Homework 1 – Mount Vesuvius”. It also says when the learning assignment is due. To open the learning assignment, simply click on its name, in this case “Homework 1 – Mount Vesuvius”. It should open up to show the learning assignment in more detail:



If the homework does not require your child to upload anything, they must click on the “Mark as done” button to show that the work has been completed.

If you are required to upload something – here are the steps:

The screenshot shows a Google Classroom interface. At the top, there are tabs for 'Stream', 'Classwork', and 'People'. Below the tabs, the subject 'English' is displayed. A list of assignments is shown, including 'Thurs 08.10.20 Replanning' with a due date of 'Due Oct 16, 11:59 PM' and 'Tues 06.10.2020 Skills - colons'. A callout box with an arrow points to the 'View assignment' link under the first assignment. The text inside the callout box reads: 'To view an assignment in more detail and view the page where your child needs to turn in their work, click here.'

They may have to write in a document, or create something at home and take a photo to upload. To do this, they have to click on the “Add or create” button and upload their learning in this way.

– Once your child clicks ‘Add or create’ a menu will appear. If you want to attach or take a photo of the learning or if you want to attach a document, click ‘File’.

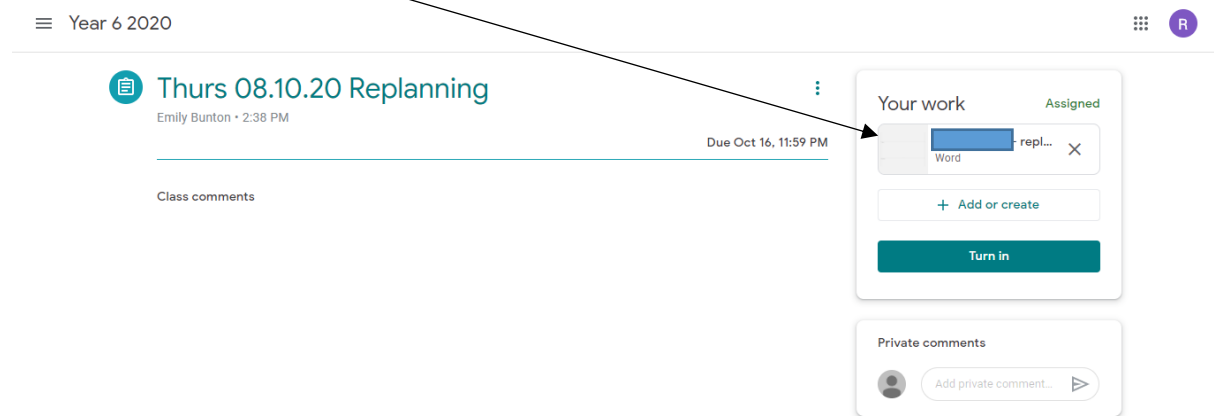
This screenshot shows the 'Add or create' menu that appears after clicking the 'Add or create' button. The menu includes options for 'Google Drive', 'Link', 'File', 'Create new', 'Docs', 'Slides', 'Sheets', and 'Drawings'. A blue arrow points from a text box labeled 'Click 'File'' to the 'File' option in the menu.

Click ‘Upload’ and ‘Browse’

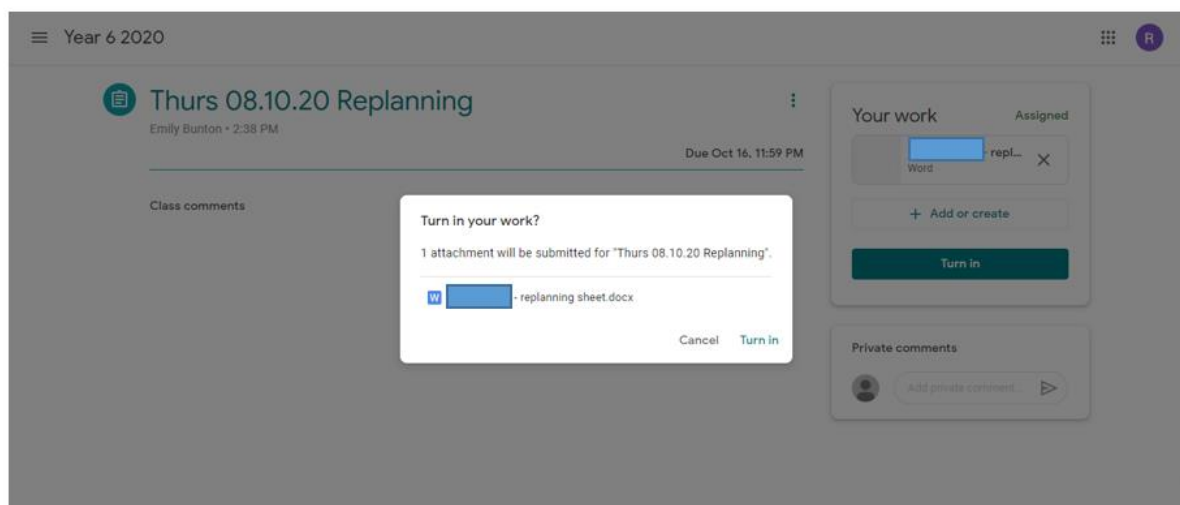
This block contains two screenshots of dialog boxes. The left screenshot is titled 'Insert files using ...' and shows tabs for 'RECENT', 'UPLOAD', 'MY DRIVE', and 'STARRED'. A blue arrow points from a text box labeled 'Click 'Upload'' to the 'UPLOAD' tab. The right screenshot is titled 'Insert files using Google Drive' and shows the same tabs. A blue arrow points from a text box labeled 'Click 'Browse'' to a 'BROWSE' button at the bottom right of the dialog.

From there, you can attach the file from your computer – whether that be a photo or a document. If you struggle with this, your child can message their teacher and hold their work up during the live Google meeting the next day.

Or, sometimes your child will have a document provided by the teacher where they can record their response, such as their answers to a set of questions. This will be shown as their own copy here



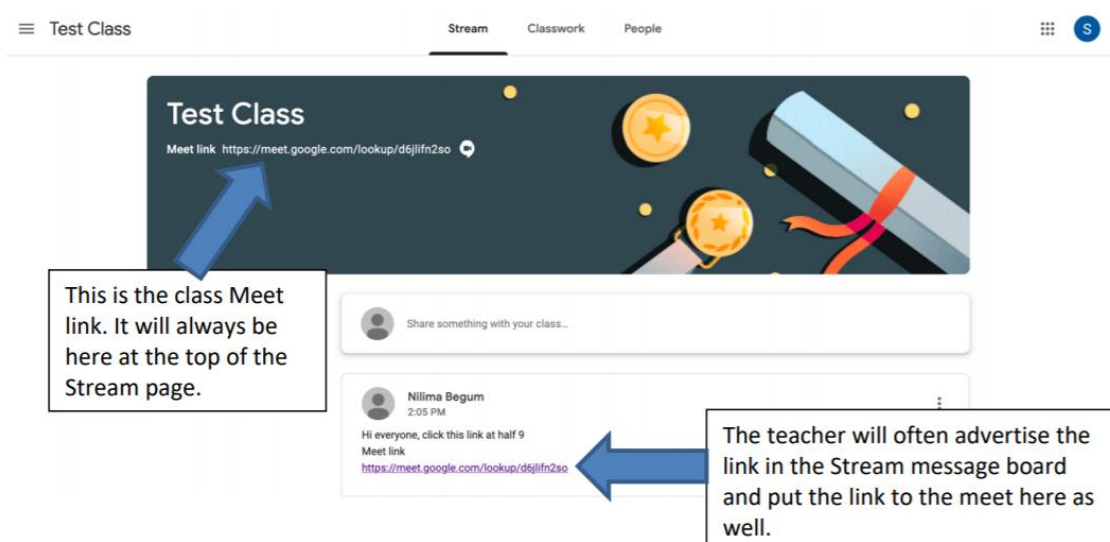
To edit that document, click on it and your child will edit it as they need to. When they are finished, their piece will already be saved. With Google Docs, the document saves as you go. They just need to return to the assignment page and click turn in, then turn in again.



## Google Meet – Video Conferencing on Google Classroom

If a year group is working from home, teachers have a daily Google Meet session with them at their allocated time. This will be once a day at the same time every day. A Meet may be to register the children, check in with the children, give them feedback on their learning, and explain the tasks for the day ahead or to read a story.

**Step 1 - To join the Meet, either click the Meet link under the class name or click the link in the Stream message board.**

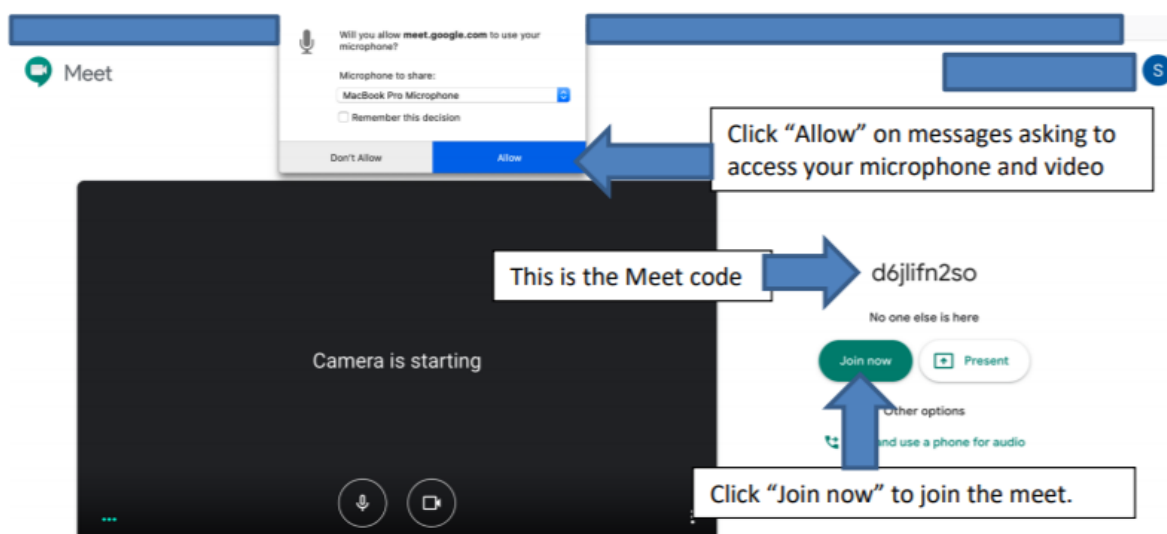


### **Step 2 – Taking part in the Meet**

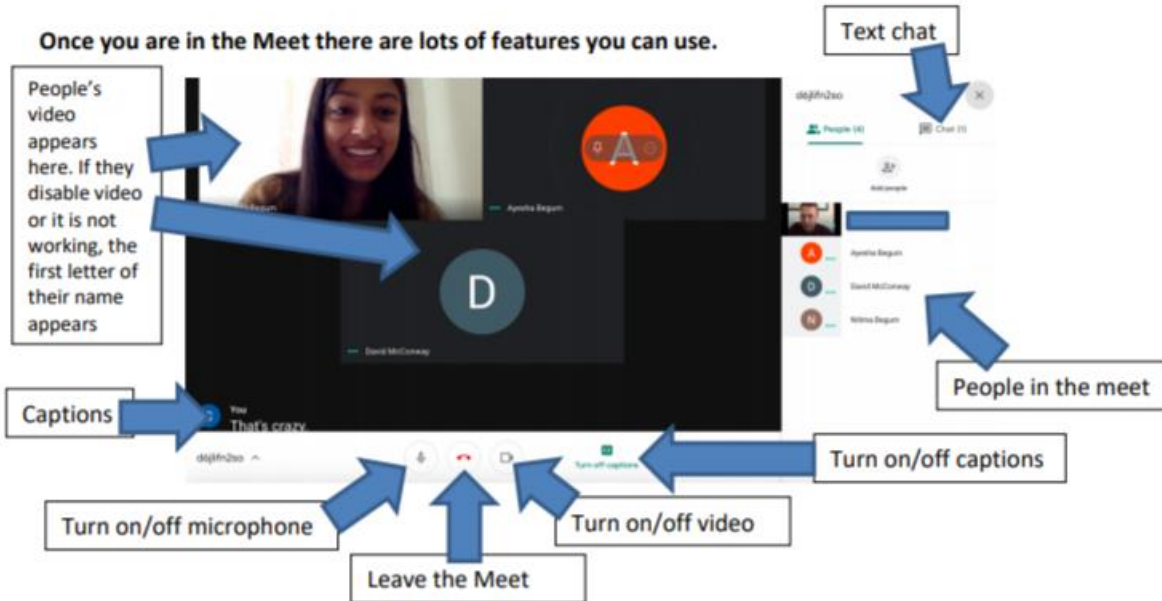
Note that the meeting link will not be posted in the Stream until a few minutes before the meeting time.

When you click on the Meet link, you will be taken to a screen like below. Click allow on any boxes asking you to access microphones and video. If your device does not have the Google Meets software, you may have to download it. Some devices do not allow you to use microphone or video, but you should still be able to see your teacher and classmates in the meet even if they can't see and/or hear you, so it is still worth joining the meet.

Click "Join now" to join the Meet.

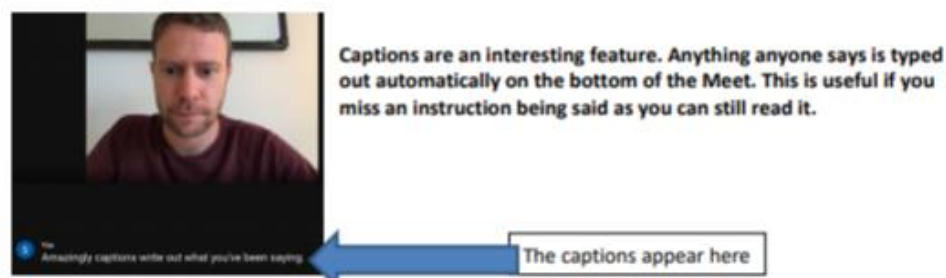
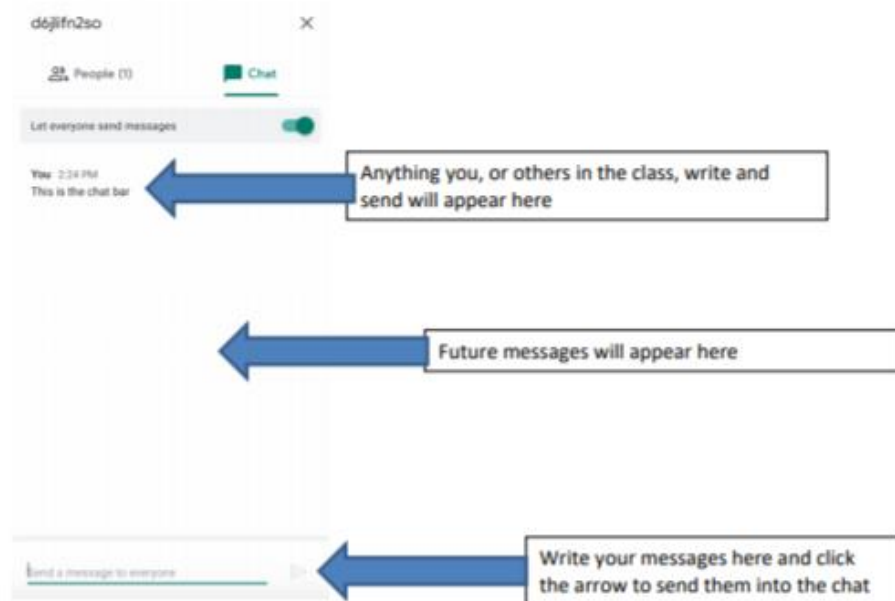


Once you are in the Meet there are lots of features you can use.



### The Text Chat Feature

If your microphone is not working on your device, you can still use the Text Chat feature to write a message to your teacher and classmates. Click on the "Chat" icon in the top right of the Meet page. This should give you a drop-down chat box that you can type things into.



Good luck with using the "Meets" Video Conferencing on Google Classroom. If you are having technical issues with your microphone or video, your child should still watch the Meet. If you are having difficulty with any aspect of Google Classroom, email the school office.