



# **Remote Education**

  

# **Policy**

Reviewed and approved by Governors' Access and Support Committee on: 28.4.21

## Rationale

In the event of a school closure, we are committed to providing continuity of education for all pupil and will do so through a process of remote learning. The COVID-19 pandemic has had a significant disruptive impact on schools. We shall continue to adhere to the local and national measures and directions from Public Health England. If a staff member or pupil is required to self-isolate because they have COVID-19 symptoms, or because of contact with a positive case, they will be absent for ten days (5% of the academic year).

Under the Coronavirus Act (2020) the Government has issued a Temporary Continuity Direction placing a legal duty on all state-funded schools to provide **remote education** for children who are unable to attend school due to COVID-19.

All of our pupils are entitled to high quality education. Improving Teaching and Learning has always been our top priority and we shall endeavour to deliver great lessons if your son/daughter has to work/learn remotely because of COVID.

## Aims

We will ensure that:

- All pupils have access to the best possible teaching when they are learning at home.
- All staff have access to the provision of high quality professional development and Teaching and Learning resources to enable them to teach pupils who are learning at home and those who are learning in school simultaneously.
- All pupils have (or are loaned) appropriate technology and resources to support their learning.
- Pupils' learning is delivered in a way that takes account of their age and any additional needs.
- Staff who are isolating at home are able to teach pupils in school and elsewhere.
- Parents receive the necessary support and effective communication to enable their children to learn remotely in a safe environment.

## What is Remote Education?

We refer to and apply the evidence from the Education Endowment Foundation on the characteristics of effective remote teaching provision:

- **Remote education:** a broad term incorporating any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital remote education** : often known as **online learning**. This is remote learning delivered through digital technologies.
- **Blended learning:** a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through pre-recorded video), while practice and tutoring happen in class.
- **Synchronous education: this is live; asynchronous education** is when the material is prepared by the teacher and accessed by the pupil at a later date.

## Provision

- **Microsoft Teams** is used to deliver 'live' lessons. The school's VLE is **Firefly**.
- In classrooms/teaching rooms/home, all teaching staff are provided with interactive whiteboards or laptops.
- All pupils will be able to see the content being delivered by the teacher if the lesson is 'live' (synchronous teaching) because the teacher will **share** their screen.
- All teachers are provided with computer/microphones to enable '**live**' teaching.
- Pupils working from home require access to a laptop with functioning microphone and speakers. A camera facility will enable higher quality learning in the event that a fully online model is required.
- Pupils may require a camera (such as on a smartphone) to photograph and upload work completed on paper.

## Our minimum expectations are that we will:

- Teach our 'normal', well-planned and thoughtfully sequenced curriculum so that knowledge and skills are built incrementally. However, several subjects such as PE, Design Technology and Art have to make adaptations due to practical/technological equipment not being readily available at home.
- Deliver a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments. This may require revising material or simplifying explanations to ensure pupils' understanding.
- Judge how well pupils are progressing through the curriculum, using questions and other appropriate tasks.
- Provide frequent, clear explanations of new content through high-quality curriculum resources and/or videos.
- Set a variety of tasks/assignments so that pupils have meaningful, challenging work each day in different subjects.

## Guidelines

- **Remote learning will follow the normal school timetable.** Pupils need routines and consistent expectations when working at home. Every effort will be made to ensure equality of curriculum provision/continuity between pupils learning at school and those learning at home.
- Planned schemes of work will continue to be delivered enabling all pupils to learn remotely.
- The principles and qualities underpinning great teaching and learning are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom.
- Opportunities for pause points need to be built into a pupil's remote learning day, just as they are during a day in school. All lessons will be approximately 50 minutes long, not the usual hour.
- Online learning will be complemented with appropriate resources to support pupils' acquisition of knowledge and consolidation of skills.
- We will make appropriate use of additional high-quality resources, such as those produced by the BBC or Oak National Academy, to support our own teaching and learning materials.
- **In the event of full lockdown, all pupils will access 'live' learning via Microsoft Teams.**
- If some pupils are learning at home, but the rest of the class is in school, **simultaneous learning** will enable the delivery of the same lesson, irrespective of where pupils are physically based.
- **Teachers will assess pupils' remote learning in appropriate ways.** Depending on the nature of the work that pupils are completing, some assessment may be immediate, such as through the use of the chat function in Microsoft Teams. Low stakes quizzes created using Firefly, Microsoft Forms, or similar applications, may also be used. Microsoft Teams Assignment and One Note are helpful tools that may be used for feedback and assessment. Our main source of feedback for pupils and parents is Firefly as this has a direct link to home through our dedicated app, however we may use other tools such as Microsoft Teams, Assignment and Class Notebooks for feedback and assessment. Pupils will receive high quality developmental feedback, irrespective of whether they are learning remotely or in class. The school's assessment policy applies in both contexts.
- **Scheduled subject assessments may take place online.** The same conditions and time constraints for completing assessments should be applied, wherever pupils' learning takes place.
- **Where a pupil has SEND, appropriate differentiation will take place.** This may involve setting alternative tasks, using supplementary resources and, where appropriate, having a member of staff 'visit' the pupil during online learning. Microsoft Learning Tools may also help teachers to meet the needs of pupils with SEND.
- Staff will maintain contact with all pupils who are self-isolating to check on their learning and wellbeing. As a minimum, this contact will be made at least once per week by a Progress Leader, a teacher or a learning support assistant. The school will maintain a schedule identifying which pupils are to be contacted, by whom and when.
- Teachers who are self-isolating (but well) will teach via Microsoft Teams to pupils in school or at home.
- Individual reading is an essential component of all pupils' learning. All pupils will be provided with age-appropriate reading books, to read at home. Pupils will maintain records of their own individual reading.

## Preparing for Remote Learning

- An initial audit will take place annually to identify which pupils do not have a device or connectivity.
- Parents will be asked to notify schools if there are changes to their home IT provision.
- Where pupils do not have a suitable device, we will provide them with the necessary equipment.
- There is a single log in to Firefly which is the same for Office 365 and this enable access to Teams.
- All pupils must download the Teams app and must be able to access Firefly at home, the portal for all our resources.
- Teachers will upload resources to the Microsoft Teams/Firefly sites for each of their classes. This may include links to resources such as those provided by Oak National Academy, BBC Bitesize, Bedrock, Accelerated Reader, Hegarty Maths and others. All Departments are encouraged to have all their Teaching and Learning resources on their dedicated Firefly pages.
- All pupils' work should be uploaded on to Firefly to enable monitoring and appropriate feedback in a consistent manner for pupils and parents.

## Simultaneous learning where pupil(s) are self-isolating and learning from home, but the rest of the class and teacher are in school

- Pupils will access their lessons each day via Teams.
- Pupils will follow their normal timetable. Punctual attendance is expected.
- The teacher will welcome the pupil(s) who are learning remotely at the start of the lesson. During the lesson, the teacher will share their screen with the pupil at home to see the modelling that the teacher is undertaking so that they are receiving the same input as the rest of the class. For some aspects of work, it may be necessary for the teacher's face to be visible to support pupils' learning. This is at the discretion of the teacher.
- The 'remote' pupil will be able to see documents, text, PowerPoint presentations and models shared by the teacher, on their own screen.
- The teacher will deliver full class input and then mute their microphone when the class are carrying out tasks.
- As part of their monitoring, the teacher can unmute their microphone and privately ask the 'remote' pupil a question.
- Each time the teacher addresses the whole class, they will unmute their microphone.
- It is for the teacher to decide at what points during the lesson pupils' cameras should be switched on or off.
- Teachers may decide to use the Microsoft Teams 'chat' function during lessons, enabling the 'remote' pupil to ask the teacher a question. The teacher will monitor this throughout the lesson.
- The 'remote' pupil may record their work electronically or in a physical workbook. If the work is recorded electronically, it can be uploaded on to Firefly. If the work is completed as a hard copy, it can be photographed and shared on Firefly or returned to school by arrangement.

- Pupils who are receiving remote teaching via simultaneous delivery will receive regular contact (at least once per week) by a staff member to check on their progress and wellbeing.

### **If the teacher is self-isolating and teaching from home. Pupils are learning in the physical classroom and some may also be self-isolating**

- The teacher will deliver the lesson via Microsoft Teams. This will be shown on the usual whiteboard (screen) in the classroom. The pupils will work in the classroom / other teaching space, supported by the learning support assistant and/or other available staff who will manage behaviour and support the setting up of technical equipment.
- The teacher should use their camera and microphone effectively to ensure that all pupils can access their lesson fully. The lesson should start with a greeting to the class to re-establish the relationship. If the teacher chooses to use the camera, s/he can choose a suitable background in Microsoft Teams (either blurring the background or selecting a suitable alternative) so that their home is not visible to the pupils.
- Microphones will be muted in the classroom unless a pupil is giving a response to a question or the learning support assistant or other staff member is providing feedback to the teacher.
- It is for the teacher to decide at what points during the lesson pupils' cameras should be switched on or off.
- The member of staff supervising the class will set up and check both screen and speakers, allowing pupils to engage with the teacher at home via scheduled, planned lessons on Teams using the screen/whiteboard in the room.

### **Fully online teaching where the whole class bubble and teacher are at home self-isolating**

- All teachers will deliver lessons online via Microsoft Teams.
- Lessons will take place in accordance with pupils' normal timetable.
- A typical lesson will include a blend of direct inputs from the teacher and tasks that pupils will complete independently themselves. The balance of activities will ensure that pupils do not spend too much time on screen.
- All pupils will be muted during teacher input but they can be 'cold called' to share their ideas with the rest of the class using either 'chat' or via their microphone.
- It is harder for pupils to concentrate when they are being taught remotely, therefore content will be divided into smaller segments. **Short** presentations or modelling of new content will be followed by exercises or retrieval practice.
- It is for teachers to decide if and when they wish pupils' cameras to be switched on and off during the lesson.
- Peer interactions will be encouraged and enabled as this provides motivation, assists with a sense of wellbeing and can contribute to improved learning outcomes.
- Pupils may be assigned to a Teams 'break out' room or other collaborative apps for structured discussions with their peers. The teacher is able to visit the team rooms to check on progress.
- Pupils who are receiving remote teaching will receive regular phone calls (at least once per week) by a staff member to check on their progress and wellbeing.

## Staff Roles and Responsibilities

Roles defined below are specific to the **remote learning** context.

- The **Headteacher** is responsible for ensuring:
  - staff, parents and pupils adhere to the relevant policies
  - the wellbeing of staff
  - staff adhere to the security of remote learning systems, including data protection and safeguarding considerations
  - that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
  - that there are arrangements in place for monitoring incidents associated with remote learning
  - there is a review of the effectiveness of remote learning arrangements.
  
- A **Member of SLT (Remote Learning)** is responsible for:
  - arranging any additional training staff may require to support pupils during the period of remote learning
  - providing advice to staff on digital pedagogy operations and pedagogy.
  
- **Heads of Departments** are responsible for:
  - supporting the work of teachers in their subject by providing advice as necessary on how learning can be adapted to the remote environment
  - ensuring that resources to support schemes of work are readily accessible
  - ensuring that schemes of work are being followed and that the learning being undertaken by pupils who are learning remotely and that of their peers who are learning in class is similar.
  
- **Class Teachers** are responsible for:
  - reminding pupils about online safety and ensuring that protocols for safe working are followed
  - maintaining the usual timetable, curriculum and content, with any adaptations not being at the expense of ambition, breadth or continuity
  - teaching in a way that provides high quality learning and equality of opportunity for pupils
  - assessing pupils' work and providing pupils with appropriate developmental feedback
  - identifying pupils requiring additional support and making these a priority
  - uploading resources to Microsoft Teams.
  - maintaining a record of pupils' engagement with live learning when they are studying remotely and liaising with Progress Leaders to determine follow-up action that may be necessary
  - conducting and agreeing a risk assessment with the DSL and SENDCo in the event that one-to-one teaching is required.

- **Progress Leaders** are responsible for:
  - monitoring attendance and engagement of pupils in their year group
  - liaising with IT technicians and class teachers as appropriate to resolve issues that arise
  - contacting parents if a pupil does not engage with a lesson that they should be attending remotely
  - identifying any patterns of non-engagement and working with the pupil and class teacher to resolve
  - encouraging and motivating pupils learning remotely by devising and contributing to the schedule of phone calls home. (Each self-isolating pupil should be contacted at least once during the week. Phone calls may be made by Progress Leaders/Tutors, subject teachers, senior leaders, learning support assistants as appropriate.)
  
- The **Designated Safeguarding Lead (DSL)** is responsible for:
  - ensuring that daily/weekly contacts occur with identified vulnerable pupils and families, where this level of intervention is appropriate
  - liaising with staff to identify any concerns and follow up with phone calls home
  - overseeing concerns and checking that they are appropriately documented
  - liaising with and supporting the SENDCo as appropriate
  - liaising with the Headteacher and IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
  - conducting and agreeing a risk assessment with the class teacher and SENDCO in the event that one-to-one teaching is required
  - identifying vulnerable pupils who may be at risk if they are learning remotely
  - ensuring that child protection plans continue to be implemented while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternative arrangements for pupils who are at a high risk, where required
  - identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
  
- The **SENDCo** is responsible for:
  - liaising with the IT Network Manager 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
  - identifying the level of support or intervention that is required for pupils with SEND to enable them to learn remotely
  - identifying specialist software packages to support individual pupils
  - ensuring that the provision put in place for pupils with SEND is monitored for effectiveness
  - conducting and agreeing a risk assessment with the class teacher and DSL in the event that one-to-one teaching is required.
  
- **Learning Support Assistants** are responsible for:
  - supporting pupils with learning, remotely
  - supporting the teacher with marking and feedback (as directed by the teacher)
  - contacting pupils if not engaging with learning
  - making daily phone calls to assigned pupils to check on their welfare (as directed by the teacher / SENDCo).

- The **IT Network Manager** is responsible for:
  - overseeing and supporting the set-up of the Microsoft Teams infrastructure in school
  - ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required
  - working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff
  - supporting staff who are logging into Microsoft Teams from home
  - supporting any pupils who are having technical problems with their hardware or software.

## **Pupil Training**

- Pupils will need a laptop with microphone and speaker facilities to access remote learning.
- Pupils will be trained on the use of Microsoft Teams and Firefly.
- Pupils will need their school email address and password in order to join Microsoft Teams lessons. These should be memorised by pupils.
- Staff will provide additional support to pupils who may have difficulty in following the process of logging into Microsoft Teams/Firefly.

## **Working with Parents**

- All parents will receive a regular newsletter every Monday which will highlight good practice and reminders linked to Remote Learning.
- During any extended lockdown, all Parents' Evenings will be organised remotely.
- Parents may have anxieties about their children's self-isolation, particularly if the child or other family members are symptomatic, clinically vulnerable or have tested positive for COVID-19. Maintaining a regular relationship with parents will be a significant factor in ensuring the success of remote learning.
- Parents will be informed in writing about the duration of their child's self-isolation. They will also be informed about how to access Microsoft Teams or other sites
- Parents will be provided with a brief guide to home learning.
- Parent Guidelines for Remote Learning will be provided to all families.
- The school will maintain regular contact with any pupils who are self-isolating via regular email/phone calls home.
- Parents will receive regular updates about the progress of their son/daughter via ClassCharts and the Firefly app.

## Behaviour and Pastoral Support

- Accurate and timely completion of registers will ensure that pupils who should be learning remotely are swiftly identified and included in lessons.
- Teachers will make checks on pupils' attendance at all online lessons. The school will contact parents if pupils have not joined sessions to ascertain reasons and offer support in finding solutions. Attendance of self-isolating pupils is essential in order that they access the full sequenced curriculum and make good progress.
- Where pupils are self-isolating, the appropriate codes should be used in the school register. The X code <sup>1</sup> is particularly relevant to the COVID context and resulting self-isolation.
- The requirements for online behaviour (using the chat function courteously to express ideas, being punctual to lessons, joining in when asked to respond, working hard) will be shared with pupils.
- All pupils will be asked to abide by a code of conduct relating to remote learning.
- The positive rewards culture which exists during 'normal' times will continue when pupils are learning remotely. All teachers need to routinely award ClassCharts points.
- Pupils will be encouraged to inform staff if they have a problem.
- The school's safeguarding policy and procedures continue to apply when pupils are learning remotely.

<sup>1</sup> The X code is used to record sessions where the pupils' travel to or presence at school would conflict with:

- guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England or the Department of Health and Social Care; or
- any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus (COVID-19) in *School attendance: Guidance for maintained schools, academies, independent schools and local authorities* (DfE, August 2020)

## Online Safety

- Monitoring online safety is absolutely essential. ISP tools are used to protect the pupils.
- Pupils are taught practical online safety techniques in Computing/PSHE lessons.
- Essential considerations for online safety when planning remote learning are to be applied to video and audio delivery to ensure that pupils and staff remain safe at all times.
- Lessons will be planned for teaching to groups or classes. The SENDCO and senior leaders will determine whether elements of remote learning may be delivered individually to pupils. Where this is the case, care will be taken to ensure that there is no potential breach of safeguarding protocols. A risk assessment will be agreed by the class teacher, DSL and SENDCO in the event that any online one-to-one teaching will take place. A separate risk assessment is required for each child who receives such teaching. This provision must be carefully monitored. If a pupil, who is subject to a child protection plan, is to receive online one-to-one teaching, an observer should be provided. If this is not possible, a member of staff will visit during the session.
- Staff should wear suitable clothing for lessons, as should pupils and household members in the event that cameras are to be used. If pupils wear inappropriate clothing, they should be asked to switch off their cameras and this must be referred to the relevant Progress Leader.
- Appropriate backgrounds should be selected by any staff or pupils who are on camera and joining lessons from home.

- Staff and pupils should always use appropriate language during online learning, as should others in the household who may be audible.
- The same high standard of behaviour expected in school also applies online. Courtesy includes using the 'chat' function responsibly and avoiding any comments that could cause offence. Pupils should indicate they require attention by using the Microsoft Teams facility to raise their hand.
- Pupils must follow teachers' directions with regard to the use of hardware and software. The school's behaviour policy will apply to any pupil who does not use equipment responsibly. In the case of particularly poor behaviour, the teacher will remind the pupil of the required behaviour. If behaviour persists that interferes with the learning of other pupils, or is a safeguarding risk, the teacher can remove a pupil from an online session and refer them to the Progress Leader.
- No material should be recorded, stored, or distributed without the permission of the Headteacher. Teachers may record and share some of their own delivery, for instance phonics input sessions or story time. This delivery must not include interactions with pupils. The recording of lessons by pupils or families is unacceptable and not permitted.
- When delivering from home, teachers should try and ensure that they have a stable connection to avoid disruption to lessons.
- Staff should remain aware that they are visible whenever their camera is switched on and audible whenever their microphone is unmuted.
- The school will encourage parents to set age-appropriate parental controls on family-owned devices and internet filters to block malicious websites and will direct parents to resources to help them keep their children safe online.

## **Data Protection**

- This policy should be read in conjunction with the school's Data Protection Policy.
- Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their work at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote teaching and learning.
- Any data that is transferred between devices will be suitably encrypted.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- Paper copies of contact details will normally not be taken away from the school premises. However, specific occasions, such as online Parents' Evenings, require teachers to have contact details at home. These should be securely destroyed once the particular event is over.
- Pupils are not allowed to let their family members or friends use School equipment. It is provided solely for the purpose of pupils' learning.
- Any breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or Disciplinary Policy.

- All lessons should be recorded so that pupils can revisit them. These lessons will be stored correctly and only used for pupils in the year group where the lesson was filmed. These recordings can be retained for one year and then destroyed.

## **Risk Assessment**

- The school has undertaken a risk assessment in relation to remote education and reviews its control measures termly. This document is reviewed regularly and is available to all staff.

## Appendix 1 : Staff Guidelines for Remote Learning

### All staff need to:

- sign into Microsoft Teams shortly before the lesson is due to begin and ensure that all resources are in place.
- ensure settings are configured so that only the teacher can present during the lesson and share their screen.
- ensure that emails are closed and only those programs that are necessary for the lesson are open.
- ensure all lessons are recorded.
- where teaching from home (and if ever using the camera), blur the background/choose a background) to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption.
- when teaching pupils online, ensure that all communication is through Microsoft Teams, Firefly or school email. Never share personal details or contacts with pupils or communicate through social media or other channels. Private 'chat' with pupils is prohibited.
- ensure that safeguarding requirements are met. In general, pupils should be taught in groups. One-to-one meetings with pupils (such as the provision of individual support to a pupil with SEND) should be carefully risk assessed. Notify the DSL of any safeguarding concerns.
- remember that pupils may be anxious about remote learning; foster and promote positive relationships.
- ensure that all pupils are muted unless they are invited to contribute verbally to the lesson.
- ensure that they model high professional standards at all times including through the use of professional language and provision of high-quality resources.
- encourage interaction through the chat and allow the pupils to unmute their microphone and talk.
- monitor the chat function to ensure it is being used appropriately.
- maintain the same high expectations of pupil behaviour that apply in the physical classroom.
- use positive praise and ClassCharts rewards in recognition of engagement, effort and progress.
- at the end of each lesson, select 'end the meeting' (not 'leave the meeting') so that pupils cannot continue the meeting unsupervised.

## Appendix 2 : Parent Guidelines for Remote Learning

When pupils are learning remotely, they are joining 'live' lessons. Their teachers may be streaming the lesson from school or from another location, depending on the circumstances. Our expectation is that pupils continue to follow the normal curriculum, attending lessons every day and participating fully. We expect pupils to behave respectfully and to complete all tasks to the best of their ability. We value your support and cooperation in ensuring that your child learns safely and helps to keep others safe.

- ensure, as far as possible, that your son/daughter can access their online lessons in a **quiet environment**.
- support your child's personal organisation so that they **attend lessons punctually**, in accordance with their normal timetable.
- encourage your son/daughter to **participate fully in online lessons** and to complete **all** the work set by the teachers.
- ensure that no element of an online lesson is recorded by your child or family members.
- avoid making any inappropriate comments, or sharing any material, on social media that could identify your son/daughter, Broughton or members of staff.
- ensure that your son/daughter takes care of any equipment that they have been loaned and uses it only for the intended purposes.
- log on to Firefly as a **parent** as this allows you to see various documents including your child's timetable, as well as **feedback** from teachers and reviews/report.
- unexpected, unauthorised non-attendance at a lesson will result in a ClassCharts notification. This is not punitive, we want to keep you aware of your child's participation in lessons.
- report any concerns that you have about any aspect of remote learning with relevant Progress Leader.

### All pupils are expected to:

- be punctual and arrive on time to all online lessons.
- ensure that all equipment is ready before the lesson starts.
- keep my microphone muted unless the teacher asks me to speak, and mute myself when I have finished.
- keep my camera / web cam **turned off** at all times during lessons unless my teacher asks me to turn it on.
- under no circumstances record the lesson, or share any images from the lesson on any platform.
- only use the 'chat' function if directed to by a teacher / staff member, and only for the purpose they specify.
- engage and contribute to the best of my ability in every lesson. Insight and ClassCharts will monitor attendance and progress.
- ensure that I use appropriate, respectful language when communicating verbally or digitally.
- stay focused on my lesson and ready to contribute.
- use the 'raise my hand' function in order to ask or answer a question.
- gain permission from the teacher if I need to leave the lesson for any reason.
- behave in sensible, kind and courteous way throughout the lesson.
- follow instructions promptly.
- complete tasks to the best of my ability and upload on to Firefly.