St Thérèse of Lisieux Catholic Multi Academy Trust

St Bede's Catholic Voluntary Academy

Remote Learning Policy
January 2021

Audience:	All CMAT Academies
Approved:	
Other related policies:	
Policy Owner:	Louise Wilson – Chief Executive Officer
Policy Model:	Compliance – all CMAT academies use this policy
Review:	Annually
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Approved by:	Governors	**Date:** January 2021
Last reviewed on:	January 2021	
Next review due by:	March 2021	

1. Aims

This remote learning policy for staff aims to:
> Ensure consistency in the approach to remote learning for pupils who aren't in school
> Set out expectations for all members of the school community with regards to remote learning
> Provide appropriate guidelines for data protection
> Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31
> Ensure clarity with the amount of learning time for each area

This remote learning policy has been written as guidance for staff and parents during the time that schools are closed due to COVID-19 and beyond. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families. The school's usual Safeguarding/Online Safety Policy and Acceptable Use Agreements still apply.

Where students are unable to access remote work through access to a computer, tablet or mobile device and the internet, the school will work with parents to either provide electronic equipment or invite students into school.

2. Roles and responsibilities
Remote learning will be delivered in our school in two different ways depending upon the nature of school closure:

a) Full school closure or year group being sent home.

In the event of a full year group being sent home or the school being closed due to local or national restrictions the school will use MS Teams to deliver live lessons. These lessons will be delivered via MS Teams and will be timetabled in the event of a year group being sent home at the normal lesson time or in the event of a full school closure at the following times:

Period 1: 9:00 – 9:55am
Period 2: 10:00 – 10:55am
Break: 10:55 – 11:15am
Period 3: 11:15 – 12:10pm
Period 4: 12:15 – 1:10pm
Lunch: 1:10 – 1:40pm
Period 5: 1:40 – 2:35pm

Any students in school will follow their learning via computers.

b) Individual students needing to self-isolate

In the situation where individual or small groups need to self-isolate then the Academy will be delivering remote learning through our main website. The website details, for all subjects, the work that is currently being studied in school. Students who are self-isolating are expected to complete this work so that they do not fall behind when they return to school. A number of subjects are using online resources such as Mathswatch, Seneca, GCSEPod etc. If a child requires their login details for any of these then they need to get in touch with their class teacher via email. All teachers email addresses are on the class pages.

Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See our policies.
MathsWatch/GCSE Pod/Teams/Zoom/SharePoint.

Responsibilities:
> Pastoral leads (e.g. heads of phase or year)
> Academic leads (e.g. heads of subject)
> Teachers (for their content)
> SLT (Oversight of content)
> SENCOs (Ensuring all children have appropriate access and content)

2.1 Teachers
Teachers will be available between 8:45am and 3:15pm. If they're 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 procedures on the designated absence number. If it affects the completion of any work required, they must ensure that arrangements have been made with year group/subject partners or SLT to ensure work is completed.

This policy will outline how the school will support individual students who are self-isolating as well how the school will provide continuity of education if there is to be a year group closure. If a significant number of students are absent from school, but the school remains open, the Head will decide which model of remote learning will be operated, these are both stated below.

Remote learning for individual students
Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. The student's subject teachers will upload materials from the lessons so that they are able to access the same resources at home.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week or fortnight. This will predominately be with the student's learning tutor or an identified member of staff.

Remote learning in the event of a year group closure or local lockdown

In the event of a year group closure, the school will provide continuity of education in the one of or several of the following ways:
* Live lessons via MS Teams.
* Pre-recorded lessons to support the students in delivery of new content, following the curriculum sequencing.
* The ability of students to ask questions to their teachers via email.
* The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.

The method of delivery will be determined by the Headteacher and communicated with staff, students and parents.

Students and teachers are expected to have access to the internet whilst working at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. Where students are unable to access remote work through access to a computer or other electronic device and the internet then they need to contact school who will

provide access to paper copies of the work or computer equipment. In cases where staff do not have required access or technology they will work in school, where it is safe to do so.

Home study page: Access to all resources via the school main website
http://stbedesscunthorpe.org.uk/
Google classroom accessed via the relevant app or the 'waffle' (9 dots) on any google search page
MS Teams can be accessed either by downloading the MS Teams App or through the web based software.

When providing remote learning, teachers are responsible for:
> Setting work
  - o The Student Liaison Officer's will record any students who is self-isolating as an X on the register.
  - o Teaching staff are responsible for providing work, for any student that are self-isolating, that mirrors the work being completed in class.
  - o All work is uploaded onto weebly and is accessed through the school website; it is expected that the work will be made available within 24 hours.
> Providing feedback on work
  - o In the event of live lessons, there might be feedback on work that has been submitted by students.
  - o Teacher can communicate with students on live lessons through the chat function.
  - o If a student is self-isolating then their completed work can be submitted when the student returns to school. However, if work is being set on Google classroom the student can submit their work electronically.
  - o If a student requires feedback whilst not attending school they can email their subject teacher directly with scans or photographs of their work.
  - o Online resources such as Seneca and Mathswatch will be used to set short assessments to allow teachers to identify gaps in learning.
> Keeping in touch with pupils who aren't in school
  - o The Student Liaison Officer's will email the student who is self-isolating, along with a parent email, the details of how to access the remote learning resources.
  - o The learning tutor is expected to make a follow call within 48 hours.
  - o In the event of a whole year group closure or local lockdown a rota system will be devised so that all students are contacted.
  - o Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous).
  - o All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.
  - o Communication must always occur via official school channels, and not through personal accounts or other websites
> How does the school ensure personalisation for those children unable to attend schools
  - o The SENDCO is responsible for identifying the level of support or intervention that is required for SEND students to effectively learn remotely and sharing concerns with subject teachers.
> Attending virtual meetings with staff, parents and pupils
  - o When attending any virtual meetings then staff must adhere to the schools dress code.
  - o The location of virtual meetings must be in a suitable location to avoid areas with background noise and to ensure nothing inappropriate in the backgrounds.

2.2 Teaching assistants

In the event of a year group closure or local lockdown, teaching assistants will be available between [8:45-3:05]. If they're 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 assisting with remote learning, teaching assistants are responsible for:
> Supporting pupils who are not in school with learning remotely
> - o PW will allocate each SEND student to a Teaching assistant.
> - o The Teaching assistants will make contact with the student/parents to ensure that the students can access the work online or determine if paper copies need to be made available.
> - o Teaching Assistants will join live lessons or support vulnerable/key worker students in school.

> Attending virtual meetings with teachers, parents and pupils
> - o Formal dress code is necessary.
> - o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Subject leads

A Karlsberg is responsible for Remote Learning in our school.

Alongside their teaching responsibilities, subject leads are responsible for:
> Creating a timetable for live lessons via MS Teams.
> To ensure that the sequencing of work closely matches the expectations of the schemes of work, as far as possible.
> Ensuring that all staff within their department upload resources onto the home learning website.
> Maintain an oversight of the appropriateness and quality of the work set across their Department i.e. that the resources uploaded onto the home learning website mirror what is being taught in school and last an equivalent amount of time during one calendar week.
> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning to incorporate all children learning needs.
> Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
> Liaise with departmental staff to identify students causing concern through a lack of engagement.
> Alert teachers to resources that they can use to teach their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
> Monitoring the provision provided for the subjects that they line manage.
> A Karlsberg is to co-ordinate the remote learning approach across the school.
> Monitoring the effectiveness of remote learning – such as regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
> To ensure that staff have the correct hardware needed to carry out their duties.
> To ensure that all staff receive adequate training for the software needed to carry out their duties.

> *Confirm* personalised learning has taken place for all groups of children, ensuring that children have appropriate work, especially where remote learning is not appropriate or can be enabled at home.

2.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

> Monitoring contact made with all vulnerable students, including those with a social worker, young carers and those with EHCP plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

> Ensuring the designated teacher for Looked After Children makes regular contact with them and supports them if required.

> Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

> Details of this plan must be recorded on CPOMS as should a record of contact having been made.

> The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

> St Bede's Catholic Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

> Implementing the safeguarding policy and in the event of a school closure the safeguarding addendum.

> This plan must be reviewed regularly (at least once a fortnight, with clear records that this is completed) and where concerns arise, the DSL will consider any referrals as appropriate.

2.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work.
> Ensuring all software is installed on machines.
> Helping staff and parents with any technical issues they're experiencing
> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

> In the event of live lessons to be online during the allocated times. Where this is not possible students will be able to access pre-recorded lessons.
> Be contactable during the school day – although consider they may not always be in front of a device the entire time.
> 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.
> Complete all set work and hand in work to the subject teacher in the agreed manner e.g. upload, photograph, scan etc.

Staff can expect parents with children learning remotely to:

> Make the school aware if their child is sick or otherwise can't complete work.
> Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling.
> Be respectful when making any complaints or concerns known to staff.

2.8 Governing board

The governing board is responsible for:

Insert details, such as:

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

3. Who to contact

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

> Issues in setting work – talk to the relevant subject lead, SLT link or SENCO
> Issues with behaviour – talk to the relevant head of year or SLT link
> Issues with IT – talk to IT staff
> Issues with uploading work to Weebly – talk to A Karlsberg
> Issues with their own workload or wellbeing – talk to their line manager
> Concerns about data protection – talk to the data protection officer
> Concerns about safeguarding – talk to the DSL

Where children or young people do not have access to the Internet or remote learning, a hard copy will be available by contacting the school office.

4. Data protection

4.1 Accessing personal data

When accessing personal data held by the school for remote learning purposes, all staff members will:

Explain:

> All files containing student data must be password protected.
> Go4schools is the only site that can be accessed remotely, this is a secure service.
> Only members of SLT and subject leads can use remote access.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as [email addresses] as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online, and to comply with GDPR guidelines in doing so.

4.3 Keeping devices secure

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

> Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
> Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
> Making sure the device locks if left inactive for a period of time
> Not sharing the device among family or friends
> Installing antivirus and anti-spyware software
> Keeping operating systems up to date – always install the latest updates

5. Safeguarding

The DSL (Ms L Busk) is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

See the COVID-19 amendments to the Child Protection Policy.

The school will continue to follow it's rigorous safeguarding procedures if it becomes aware of any concerns through remote learning.

6. Monitoring arrangements

This policy will be reviewed March 2021 by Mr R Hibbard – Headteacher. At every review, it will be approved by governors

7. Links with other policies

This policy is linked to our:

> Behaviour policy
> Child protection/Safeguarding policy and coronavirus addendum to our child protection/safeguarding policy
> Data protection policy and privacy notices
> Home-school agreement
> ICT and internet acceptable use policy
> Online safety policy

Add any other related policies and procedures that the school has here.

Appendix 1 – Home School Agreement:

ST. BEDE'S CATHOLIC VOLUNTARY ACADEMY HOME/SCHOOL AGREEMENT

AS GOVERNORS & STAFF OF ST. BEDE'S CATHOLIC VOLUNTARY ACADEMY WE WILL PROVIDE:

- A sound education based upon the Catholic ethos and which develops good moral principles.
- A safe environment which encourages respect for all members of the school community, for personal possessions and school property.
- The opportunity to achieve high standards and to take on responsibilities.
- A reward system to reflect the efforts of pupils and a framework of sanctions for poor behaviour.
- Programmes of study in line with the National Curriculum, with opportunities for ……………………………… to achieve his/her full potential.
- The setting of homework and the monitoring of progress which will be communicated at   Annual Parents' Evenings and through written reports.
- Clear open channels of communication, to inform parents on any matters which cause concern.

AS PARENTS WE WILL:

- Support the school and its Catholic ethos based on Gospel Values.
- Ensure …………………………….attends school regularly, notifying the school of absence as soon as possible.
- Ensure that…………………………… wears the correct and full school uniform.
- Inform the school at the earliest opportunity of anything likely to affect………………………………
- Read, discuss and sign………………………………'s planner.
- Attend Parents' evenings or any specially arranged appointments concerning ………………………………'s progress.
- Provide facilities and encouragement for homework and private study.

AS A STUDENT I WILL:

- Behave in a manner which follows the teaching of the Gospel towards all members of the community at all times.
- Give my best in all school work, homework, exams, extra curricular activities and follow the school Code of Conduct.
- Always attend school in full uniform and with all books and equipment necessary for the school day.
- Attend school regularly and be punctual at all times.
- Behave on the journey to and from school in a way that will bring credit to all.

School: ……………………………………

Parent: ……………………………………

Student: …………………………………… Tutor Group: ………

Appendix 2: Acceptable use agreement (pupils and parents/carers)

St Bede's Student ICT Acceptable Use Policy.

All students at St Bede's Catholic Voluntary Academy must abide by, and sign, this user agreement regarding use of all aspects of ICT at St Bede's. Failure to sign this document will result in the student concerned not being able to access ICT facilities at St Bede's.

This document covers various areas relating to appropriate use of the network, internet, email and how the school will treat your child's data with respect and in accordance with the Data Protection Act (1998) and the upcoming General Data Protection Regulation (2018).

Whilst a student at St Bede's I will:
- not use ICT facilities to commit illegal activities, including relating to copyright infringement/piracy, discussion of illegal activities, accessing materials relating to drugs, pornography, extreme violence or terrorism
- not use any other user's account under any circumstances
- protect my password at all times and never share it with anyone
- not use school ICT to access social networking sites, including Facebook, Twitter, Instagram, or similar
- install any software, including games, without the express permission of my ICT teacher and/or the ICT technician
- not attempt to use any USB sticks/drives as they may contain viruses
- not attempt to bypass the school's internet filtering system
- not sending threatening, obscene, violent or otherwise rude/inappropriate messages or pictures to anyone
- not attempt to 'add' or interact with members of staff via social networking sites
- not send spam messages/email large groups of people
- report anything I see which is inappropriate immediately to a member of staff

I accept that, in the interests of child protection and complying with e-safety laws, the school has the right to:
- view details of all documents I have saved on school devices
- view any emails I send using my school account
- track my internet usage and the websites I visit using school facilities
- discipline me for any breaches of this policy

The school reserves the right to withdraw ICT access if pupils are found to be breaking this policy. Should this occur, alternative arrangements will be made for them to complete work relating to ICT.

Student name: _____ Signed: _____ Parent name: _____ Signed: _____ Date: _____

STUDENT MOBILE PHONES AGREEMENT I accept that the school's policy is for mobile phones to be switched off and remain in bags during the course of the school day (8.40am - 3.05pm).

Appendix 3:

10 TOP TIPS
REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.

1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.

2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid positing negative comments or spamming the chat.

3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.

4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.

5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.

6) Stick to teacher rules and guidelines around online learning

Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.

7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.

8) Don't share passwords or other sensitive information

In order begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.

9) Don't use school platforms to discuss personal matters

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.

10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.

www.nationalonlinesafety.com   Twitter - @natonlinesafety   Facebook - /NationalOnlineSafety   Instagram - @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 20.03.2020

Appendix 3 – Important links:
The following websites offer useful support:

Schools may wish to use these resources to understand more about ensuring online education is safe:

- remote education advice from <u>The Key for School Leaders</u>
- advice from <u>NSPCC</u> on undertaking remote education safely
- guidance from the <u>UK Safer Internet Centre</u> on remote education
- Guidance on <u>teaching online safety in schools</u> provides information to help schools ensure their pupils understand how to stay safe and behave online.

- <u>Childline</u> - for support
- <u>UK Safer Internet Centre</u> - to report and remove harmful online content
- <u>CEOP</u> - for advice on making a report about online abuse

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

- Use these resources to support parents and carers to keep their children safe online:
- <u>Thinkuknow</u> provides advice from the National Crime Agency (NCA) on staying safe online
- <u>Parent info</u> is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- <u>Childnet</u> offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- <u>Internet matters</u> provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- <u>London Grid for Learning</u> has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- <u>Net-aware</u> has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- <u>Let's Talk About It</u> has advice for parents and carers to keep children safe from online radicalisation
- <u>UK Safer Internet Centre</u> has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online service.

Harmful or upsetting content
Get support by:
- reporting harmful online content to the <u>UK Safer Internet Centre</u>
- getting government advice and trusted resources from <u>Educate Against Hate</u> on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Appendix 4 – Microsoft Teams:

Details as to how to set up:

Teams:

https://www.youtube.com/watch?v=aYH5V0W1JXk

Live classes:

https://www.youtube.com/watch?v=m1jU5sTZR8M&feature=youtu.be

Visualises:

https://www.youtube.com/watch?v=E9Lh-fZGw-M&feature=youtu.be

Graphics Tablets:

https://www.youtube.com/watch?v=jLaxmY43kM8&feature=youtu.be

All classes will be conducted via a meeting. Therefore:

- Staff have the option not to be visible to students.
- Students will not be visible to staff or other students.
- Students will not be able to use their microphones to interact with staff or students, unless it has been authorised by the lead teacher.
- Students are able to interact with staff through the Q+A section of the MS Teams application, this chat function may be monitored by staff. Students should not use the chat function for irrelevant conversations.

All classes should be with staff narrating through resources such as PowerPoints, Video's, Visualises, resources and worksheets.

All classes will be recorded and can be reviewed by students in the case that they were absent from the session or that they didn't understand the content.

Appendix 5 – Recording through YouTube:

If teachers are recording videos to share through YouTube
Tell them to:
- Record against a neutral background
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

If teachers have a personal account where they've created playlists, ask them to set up a separate work account. See more on getting your staff set up with YouTube in another of our articles, and share the guide in it with staff.

Ask teachers to:
- Set their videos to 'Unlisted' so that only people who have the link (e.g. parents who you've emailed) will be able to see the video
- Set the audience as 'Made for kids', so that adverts won't appear at the start of the video, and comments will be disabled

When uploading videos to YouTube:
1. Under 'Audience', click 'Yes, it's made for kids'
2. When they get to the 'Visibility' step, click 'Unlisted'

Appendix 6 – Teachers phoning pupils:

If teachers are phoning pupils
Tell them to:
- Do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school, and in all cases make sure parents are aware and agree
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone
- Either use an app like 3CX that will route calls through your school's number rather than their own, or block their number so parents don't see it. (give parents advanced warning of what time you'll be calling if you're blocking numbers, so they're more likely to pick up.) Please note, the link to another product here isn't an endorsement from The Key.

If teachers are using video calling, take the same steps as above.