

Title	Live teaching statement
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Purpose

- To provide a clear definition of 'live teaching' and to outline the process by which schools can safely develop their offer, including video calls

Definition

- The term 'live teaching' is currently often confused with a teacher on camera 'in the moment' in front of children, as if in a physical classroom
- We define 'live teaching' as simultaneous teaching and learning which takes place within one of our learning platforms, most often Google Classroom but also including other interactive platforms, such as Tapestry. The 'live' element is the feedback, discussion and support provided by the teacher. This could also include activities such as class discussion in the stream in Google Classroom or individual messages between child and teacher
- Video calls, using Google Meet are a means for staff to communicate with children and parents live. These can be used for a range of activities, such as well-being meetings and support for vulnerable pupils, as well as teaching. However, the use of video calls is only enabled once school leaders have followed the process outlined below and received sign off for these to go ahead from Head Office.

Recommendations

- When selecting pedagogical approaches for children unable to attend school in person teachers and school leaders should not feel pressured by parents into simply hosting 4 hours of live teaching per day. Teachers know how to use the most effective approach for intended learning outcomes. Live teaching and live bothway video are simply some of the tools at your disposal and should be used to suit the content and the pupils. Quality not quantity is key to our approach.
- When making the decision to use a video call, we strongly recommend that you use the risk mitigation process and select the approach with the lowest level of risk. Video calls to a whole class is not an approach that we recommend. [Concentration online can be shorter than that in class](#). Our experience has shown that video calls are most effective when used for daily check-ins, celebrations and for specific pupil groups, eg SEND.
- School leaders need to be explicit on the most effective method of teaching the curriculum for your school and community rather than perceived expectations of other stakeholders, eg parents, Ofsted, neighbouring schools
- Leaders need to be mindful that any remote learning must support children to make good progress over an agreed timeframe, as would be the case in the physical classroom, particularly where access to devices may be an issue
- Be mindful that households may be sharing a single device and that children may not be able to complete tasks at the same time. This is why recorded videos and materials which are in the Google Classroom are so important.

Video Call Sign Off Process

Process	Supporting Resources
Please review our updated Risk and Mitigation Overview	Risk and Mitigation for Virtual Learning
Policy	
Leaders must provide staff with clear policy and guidelines that outline the intended use and purpose of video call including safeguarding guidance and monitoring. A policy and risk assessment will be required to successfully complete the sign off process below.	Policy Risk assessment
Staff Training	
Staff have the right to choose whether they feel comfortable carrying out video calls or not. This should be left to personal choice. To support staff in making this decision it is important that they receive adequate training on how to conduct these calls safely.	How to set up a video call Video calls best practice How to mute and eject Staff conduct How to change your background
Parent Communication	
Parents should receive clear communication that outlines the intended use and purpose of the video calls. We recommend that as a minimum a letter is sent to parents that includes a clear definition of intent and a consent form. Please note that all video calls should be recorded and consent for this must be collected from the parent a 'opt in'.	Consent Form Template Parent Letter Example letters SEND Parent Letter Class Parent Letter
Pupil Communication	
Pupils must be made clear on the purpose of video calls and the expectation upon them with regards to appropriate use and behaviour. This should include consequences for negative behaviour.	Child Conduct Agreement
Sign off and approval	
Sign Off Process from Head Office You will require the following documents: <ol style="list-style-type: none"> 1. Video Call Policy 2. Risk Assessment 3. Parental Consent Form 4. Parent Letter 	Form Link

There is Trust-wide support available through the Head of Curriculum and Virtual Learning, the Regional Innovations Team and the Virtual School, including resources, templates and access to the central Virtual School. There are also schools who have piloted the use of video calls who can provide buddy support and advice based on their experiences..

For further information, please contact your Regional Innovator or Johanne Clifton
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