



Parkside Community College

The best in everyone™

Part of United Learning



Guidance for Remote Learning in the case of partial or full school closure



Parkside Community College

The best in everyone™

Part of United Learning

INFORMATION FOR PARENTS REGARDING SCHOOL CLOSURE & REMOTE LEARNING

Revised September 2020

This advice is designed to support families in the continuing education of their children in the event of a partial or whole school closure in response to the COVID-19 virus infections in the UK.

Should your child need to work from home, please read the guidelines below for how parents and teachers will work together to help continue your child's education. Staff will be available at school within school hours and form tutors and class teachers are contactable via email for parents and via Google Classroom for students.

To ensure all live sessions are conducted in a safe and productive manner, the school and parents/carers will follow the online teaching agreement sent out earlier this year detailing the expectations for the staff, families and students (**see Appendix 1 at the end of this letter**). If you haven't yet signed up to the agreement, please click [here](#). If you signed up last year you do not need to do so again.

Here is a list of key contacts for families:

Mr Morrison	cmorrison@cap.education	Executive Headteacher
Mrs Wallace	dwallace@cap.education	Deputy Headteacher
Mr Ellams	jellams@cap.education	Head of Sixth Form
Mr Crane	jcrane@cap.education	Assistant Headteacher
Ms McGowan	hmcgowan@cap.education	Assistant Headteacher (maternity leave from Oct half term)
Mrs Minett	aminett@cap.education	Assistant Headteacher & Head of English
Mr Turner	mturner@cap.education	Assistant Headteacher & Head of Individuals & Societies
Mrs Craddock	kcraddock@cap.education	PA to the Leadership team
Mrs Nevin	nnevin@cap.education	SENDCO
Mr Biltcliffe	abiltcliffe@cap.education	Head of Maths
Mr Roberts Rayne	eroberts-rayne@cap.education	Head of Science
Miss Minshull-Beech	lminshull-beech@cap.education	Joint Head of International Education & Communication
Mrs Wilson	lwilson@cap.education	Joint Head of International Education & Communication
Miss Lazenby	tlazenby@cap.education	Head of Create (Arts & Technology)
Mr Thornely	athornely@cap.education	Head of PE
Year Group Heads		
Mr Thornely	athornely@cap.education	Head of Year 7
Mr McKeand	mmckeand@cap.education	Head of Year 8 & Senior Tutor
Dr Ashcroft	nashcroft@cap.education	Head of Year 9
Miss Evans	nevans@cap.education	Head of Year 10
Mr Bailey	ebailey@cap.education	Head of Year 11

General Contact with the School

If families have general enquiries which they feel can neither be answered by the form tutor or subject teacher, the PA to the Headteacher, Kate Craddock, will be able to direct your enquiry to the best person. We will answer any questions you have as soon as we can but please be understanding if there is a slight delay.

If any student needs to speak to a member of staff because they do not feel safe, they can come to school during working hours and someone will help. If you are ill, have a test result (positive or negative) or are self-isolating, please email us to let us know: pkstudentservices@cap.education

Please also access the school website for further information: <https://parkside.education>

Remote Learning

(for further information and frequently asked questions see Appendix 2 at the bottom of this letter)

Managing Remote Work

We have asked students to **maintain a 'normal' school day** while working remotely and follow their usual timetable. We have provided students with some advice on remote learning, particularly where this is new to them, e.g. Year 7 and Year 12 students who weren't with us during the lockdown that began in March 2020. Students will simply need to join their usual classes via the invite link posted by the class teacher on Google Classroom (this will be under the assignment tab) and join the class. Behaviour expectations will follow our normal school rules, with the addition of the arrangements outlined in the Online Learning Agreement (Appendix 1).

We recognise that we must ensure our students have a good balance of other activities for their general wellbeing. Not all of our activities will involve screen time:

- Google Classroom will be the place to find instructions for each session
- While there will be a link to meet the teacher on Google Meet, the whole session is unlikely to take place 'live'; there will be times for students to 'mute' or exit the Google Meet in order to do independent work
- There will be other resources, for instance worksheets and video resources for students to use outside of the 'live' lesson
- PE and CREATE activities for KS3 and KS4 Core PE will be set in advance at the start of the week and can be done at times of your choice, to create some balance
- There will be an additional enrichment menu in the case of an extended closure

Teachers will set appropriate homework as usual which will be accessed via Google Classroom.

Will the approach remain the same as described?

We will get in touch with you directly whenever we have to close in part or full to offer further information and specific guidance. Where particular classes or year groups have to work at home, we will carry on as usual, with teachers delivering lessons via Google Meet from school. If we are in the position of a full closure, we will deliver lessons in this way, with teachers delivering remote learning from school or their home. If there is an extended lockdown, we may deliver some of the learning in larger online groups. This would have the benefit of freeing up some staff time to offer small group pastoral 'Keeping in Touch' sessions. Please see Appendix 3 - Continuity of Learning Plan for more details.

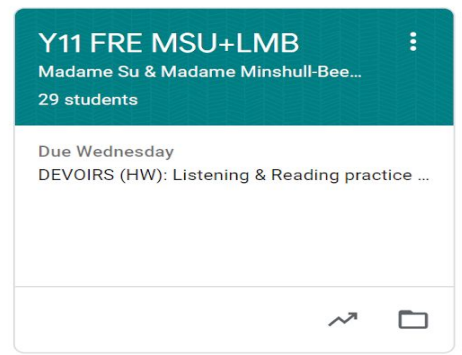
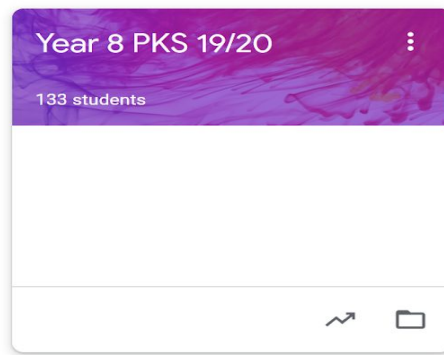
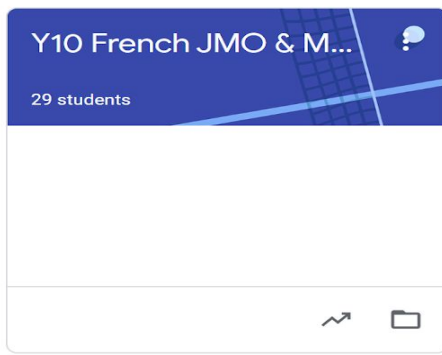
How do I access the work?

Students should access learning while the school is closed via **Google Classroom and will follow their normal timetable**. We have checked that this is accessible to all students, but should your child encounter problems of any kind, contact either your form tutor or if it is an issue specifically with a subject then contact the class teacher.

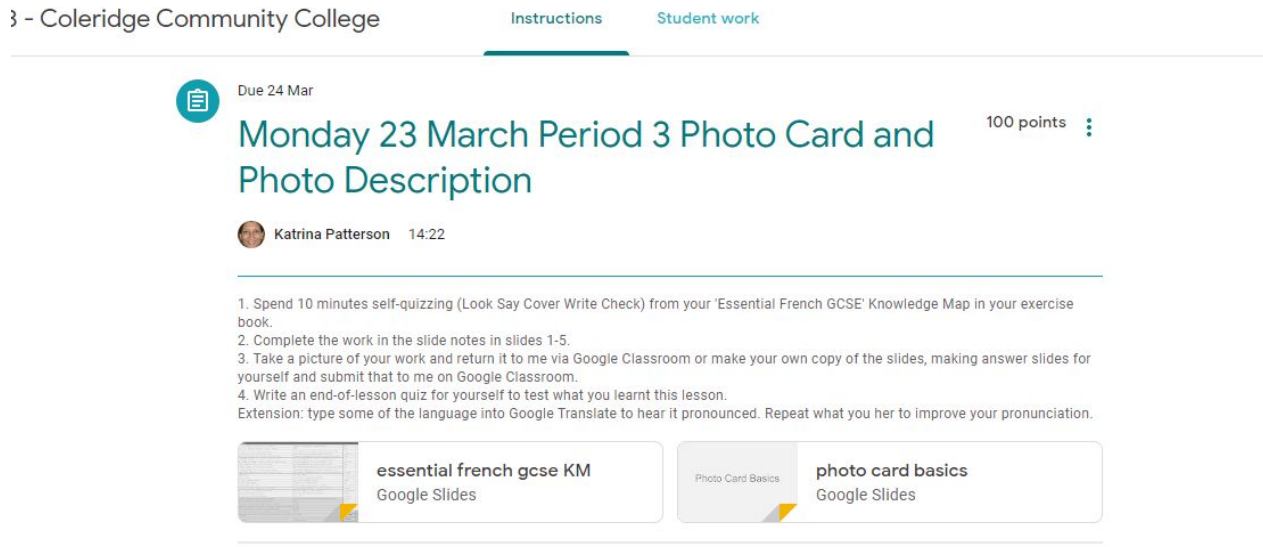
How to Access Work set on Google Classroom

Once your child logs on to their school account, they can open their Google Classroom page. Some students already access Google Classroom via an app.

1. **Students select their subject class.**

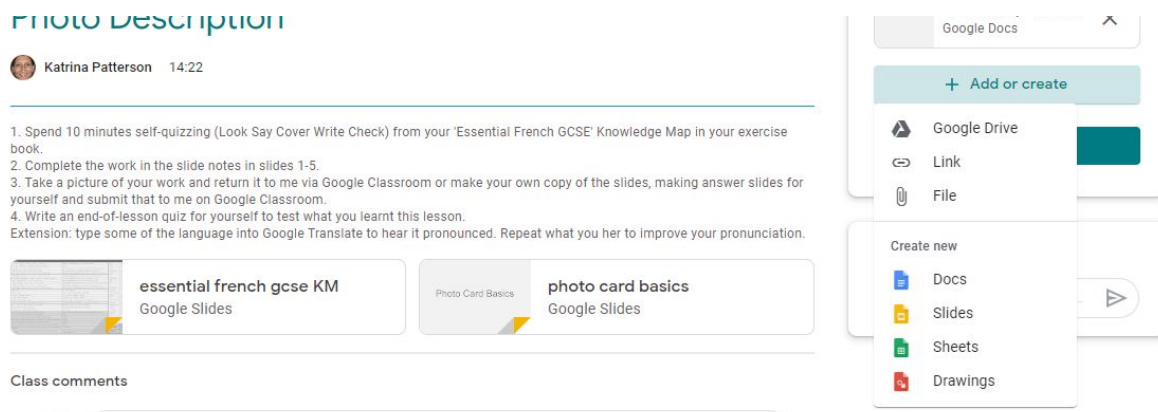


2. Students Select a 'post' (usually the most recent one), for the lesson they need to work on.



Students are also sent an email notifying them of tasks set so they can just click on these to access work.

3. Students submit work via the 'Add' button and drop-down menu on the right hand side.



Work can be submitted by creating a document, for example, or students could take a picture of their work and add that as a link or file. Teachers may specify that some work is done in exercise books.

Teachers will monitor work done in this way and will be able to see if students are completing the work set. Students can communicate with teachers, and teachers with students, using this platform. It is important that students are sensible at all times with their communications and that they adhere to the school behaviour expectations by addressing their teacher as 'Sir' or 'Ms', for example, and generally maintaining a formal tone, as they would in class.

Supervising Remote Work

Please support your child's learning during the school closure period. An excellent way of becoming involved as a parent or carer is to ask your child to explain their learning to you or to test your child on their learning. This offers great opportunities to build on your family bonds at this important time and a little praise is always a welcome motivator!

Google Classroom offers a service called **Google Guardian** which allows you to receive regular updates to your own email address with a summary of work set by teachers and completed by your child. Guardian email summaries include:

- Missing work - work that's late at the time the email was sent
- Upcoming work - work that's due today and tomorrow (for daily emails) or work that's due in the upcoming week (for weekly emails)
- Class activity - announcements, assignments and questions recently posted by teachers.

Earlier in the year, we invited families to sign up to Google Guardian. We would recommend all families take the opportunity to receive these email summaries. Please contact Kate Craddock if you would like help in signing up. Information, frequently asked questions and how to manage the settings can be found [here](#).

Please encourage your child to keep taking pride in their work in the same way that their class teacher would normally, organising it well and completing it to a standard they can be proud of.

Support for Families

If, at any stage, families require our support or a conversation during this time, please contact Kate Craddock:kcraddock@cap.education

Well-being and Mental Health

It is important during this time that students are encouraged to look after their mental health. This is an uncertain period and students may have questions and concerns over the coming weeks. To support you in having these difficult conversations with your children, the [Young Minds website](#) offers advice and support.

Spending too much time on social media may add to the anxieties and worries students have during this time, so please encourage them to have regular breaks and to be cautious of believing everything that they read on social media. Some useful links here:

- Mental health tips from the following [BBC news article](#).
- [BBC Newsround website](#) has clear and comprehensive information.
- The [World Health Organisation](#) offers advice on how to support children cope with the stress of the outbreak.
- [Headspace app](#) and website are offering free meditations and videos.
- Encourage your child to carry out [Random Acts of Kindness](#) to support their local community.

MIND, the mental health charity, have published [resources](#) to help people of all ages, for instance, how to deal with self-isolation.

If you have any queries or concerns about your child's mental health and wellbeing during this time, please do not hesitate to get in touch with your child's form tutor.

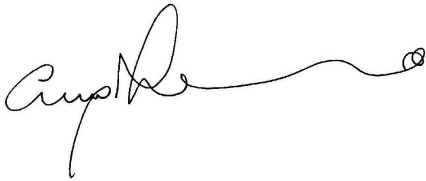
Exercise

Please encourage your child to keep active. NHS advice is to keep active by raising the heartbeat on a daily basis for at least 20 minutes a day. The recommendation is to aim for an average of at least 60 minutes of moderate intensity physical activity a day across the week. Moderate intensity activities are ones that raise your heart rate, and make you breathe faster and feel warmer. "A healthy body equals a healthy mind"!

In summary

- Your child will follow the usual school timetable.
- Homework will be set as usual to an appropriate level by teachers.
- Students will complete work on Google Classroom and in exercise books.
- Teachers will monitor students' work and give regular appropriate feedback.
- Families can help to maintain students' motivation.
- Students should adopt and maintain routines.
- Students must balance work, leisure and exercise to keep mentally and physically healthy.

In the case of partial or full closure we will keep in regular touch with you.

A handwritten signature in black ink, appearing to read 'Craig Morrison', with a long, sweeping horizontal stroke extending to the right.

Craig Morrison
Executive Headteacher
September 2020

Please see overleaf for Appendices

Appendix 1

Our Agreement

To ensure all live sessions are conducted in a safe and productive manner the school has drawn up the following document detailing the expectations for the staff, families and students.

All people involved in a live session must agree to these expectations, otherwise they won't be able to take part.

Each session will be delivered by one member of staff and monitored by another. The supporting member of staff will manage the session and any issues, including where the expectations are not met.

	The school will:	
1	Ensure that staff members conducting the live video sessions conduct these in an appropriate, professional manner in line with the school's Code of Conduct.	
2	Have a risk assessment that is reviewed and updated by managers for teachers carrying out delivery of these activities.	
3	Have clear procedures for managing queries or concerns from teachers, families or students before, during and after sessions, including contact details for relevant senior staff.	
4	Provide students, parents/carers with information in advance about the software to be used for live video sessions, and how it is accessed.	
5	Send detailed information about the process to parents/carers if requested, before any live video lessons take place, to identify any concerns and provide additional support where needed.	
6	Obtain consent from parents/carers to record the sessions for safeguarding, monitoring and training reasons.	
7	Record all live video sessions as part of the school's monitoring and safeguarding guidance	
8	Ensure that the collection, storage and processing of recordings of all data including live video sessions fully complies with General Data Protection Regulations.	
	Parents will:	
1	Give consent to the collection, storage and processing of recordings of themselves and the student captured during these sessions.	
2	Ensure an appropriate workspace is provided for live video sessions, with either a window offering observation into the room or an open door option available and personal items out of sight. There should also be no objects or images on view that may cause others to feel uncomfortable or upset.	
3	Provide a suitable device for live video sessions with microphone, headphones and camera, and will ensure that the device is switched on and working in time for the start of the session. Check that the hardware is in safe working order and is not plugged into an overloaded socket.	
4	Ensure that they, the student and any other adults or children in the home are dressed appropriately for being seen in a public context during live video sessions.	
5	Ensure that other persons do not come into sight of the camera during live video sessions.	
6	Not record or allow anyone else to record the screen of the device being used for a live video session (audio or video).	
7	Be at home for the duration of the session (<i>NB we recognise that there may be some occasions where this is not possible, especially for older students</i>)	

8	Ensure that the session is only accessed via home wifi network and not via 4G data or telephone - the costs of these options can be very high and the school cannot accept liability.	
9	Ensure there is a simple way for students to report any concerns to a relevant adult before, during or after their lesson. Students should also be made aware of alternative methods for sharing information or seeking help such as CEOP, Childline or the police.	
10	Be aware of how to report any concerns regarding the conduct of staff, using the school's whistle blowing policy.	
	Students will:	
1	Ensure they are aware of the times of sessions and that their device is switched on and working in time for the start of the session.	
2	Remain muted at all times until they are given the opportunity to talk.	
3	Not record any audio or video of the session.	
4	Ensure they are in an appropriate workstation, with all personal items out of sight.	
5	Ensure that the session is only accessed via home wifi network and not via 4G data or telephone.	
6	Inform their parents/carers if they are concerned about any aspect of the session.	
7	Behave appropriately, being sensible and respectful at all times in accordance with normal school expectations.	
8	Once invited, not share the link to the session or seek to admit others who are not invited, particularly anyone from outside the school.	

Please signal you accept this agreement using the Google Form.

Appendix 2

Frequently Asked Questions

What time should my child be working from and until?

We advise that students establish a good routine, starting and ending at the same times each day as they would for their usual school days.

Should we be expecting teachers to give feedback and/ or mark every piece of work set?

Teachers will give feedback following as usual the in school home learning timetables. Sometimes this feedback will be brief and sometimes it may be longer depending on the subject.

My child is finding it difficult to understand what to do. I don't know what to do to help. Any advice on this?

In the first instance, advise your child to not panic or worry. For some students, working at home and without the teacher's direct support will be a massive challenge. Encourage your child to do as much as they can and to communicate with their teacher/s via Google Classroom. The easiest way to do this is to add a comment via the "hand in" function with each task set. Teachers are monitoring their Google Classroom pages closely and will try to get back to the students as soon as they can but we do ask for families' understanding if it isn't always as quick as we would like it to be.

My child can do the work but isn't always able to do it by the deadline set. Is this an issue?

No. The deadline is normally set for the next time students would normally have that lesson (i.e. if a student has English on Mondays, Wednesdays and Thursdays, the Monday task will be “due” for Wednesday normally). We ask that you contact the teacher to discuss this so that we can help.

How long should my child be working for each day?

Students will follow a normal working day, following their school timetable.

My child has SEND needs and is finding it really difficult. How can I help them?

Please contact Mrs Nevin our SENDCO lead on how to support your child (nnevin@cap.education).

How can I see what work my child is being set?

A lot of parents are already signed up to Google Guardian which allows parents/ carers to have daily/ weekly summaries on the work set for their child. If you haven't yet accessed this, please contact Kate Craddock, kcraddock@cap.education. Further information on Google Guardian features is located [here](#).

It doesn't look like a subject teacher has set work for one of the days. What should I do?

In the first instance, don't panic and ask your child to work on what is available for that day. It may be that that particular member of staff has had a technical issue so we ask for your patience during this period. If a member of staff is unavailable we will look to either set alternative work or combine a group into another online class.

We are having IT issues, how can I get help?

If you need to have a password re-set or you have issues with Chromebooks (Y7-Y9), please contact enquiries@cap.education. If you are having issues accessing IT at home (e.g. lack of equipment), please contact your Head of Year.

Appendix 3 - Continuity of Learning Plan

Expectations for Remote Learning

Scenarios	Arrangements/ Expectations
<p>1. Individuals isolating</p> <ul style="list-style-type: none"> ● Student absent due to isolation – awaiting a test – 3-10 days. ● Student isolating with family – 3-14 days ● Student quarantining – 14 days ● Student tests positive and is at home – 10 days 	<ol style="list-style-type: none"> 1. Student Services complete COVID tracker spreadsheet with details. Student Services keep in contact with the family to check test results, update tracker on day 3 and ensure student isolation takes place. Student Services contact family on day 8 if no test result to agree if student can return after 10 days 2. Student Services sends a letter home which includes instructions regarding work. This work is set by HODs and reviewed every 14 days. It will make use of the Oak National Materials and United Learning curriculum website and our various online platforms including Seneca, MyGCSE, Hegarty, Sport, Bedrock. 3. Teachers notified via SIMS if student in self-isolation 4. Teachers upload lesson materials/resources to Google Classroom. Resources saved in weekly folders. 5. Teacher uses assignments tab to message students and signpost additional work set. 6. Students isolating (if well) are expected to submit work via Google Classroom to teacher. Teacher monitors and tracks engagement. 7. Students have their homework timetable already. Homework to be completed. This is tracked online – Hegarty, Sport, Seneca, MyGCSE. 8. Teacher Feedback once per fortnight, in line with Academy policy. 9. Pupils are told to also make use of textbooks and revision guides which have been issued to students already for all subject studied.
Scenarios	Arrangements/ Expectations
<p>2) Small groups isolating A small group of students are absent due isolating following a positive test in school</p>	<ol style="list-style-type: none"> 1. If whole class Live Lesson via Google Meet – see next section. 2. If not whole class work set out as scenario 1. In some lessons staff will enable students at home to be in the live lesson via Google Classroom.
Scenarios	Arrangements/ Expectations
<p>3) Partial to whole closure</p> <ul style="list-style-type: none"> ● A year group bubble advised to self- isolate ● School is temporarily closed ● A local lockdown closes the school ● A national lockdown is re-imposed 	<p>Key Stages</p> <ul style="list-style-type: none"> ● Students follow their usual timetables. <p>Teaching:</p> <ul style="list-style-type: none"> ● All teachers would continue with online lessons with immediate effect. ● For English, Maths, Science, MFL and Humanities, online lessons would continue across all key stages on Google Classroom/Google Meet. ● For CREATE (Arts and Technology) and exam PE, lessons would continue at KS4 and KS5. KS3 activities in these subjects and KS4 core PE activities will be set at the start of the week for students/families to schedule on a flexible basis. ● Heads of Dept/ML will also have work 'ready-to-go' that could be given to students / printed if technology access difficult. ● HODs should ensure all classes are briefed on expectations of attendance at online lessons and what they would look like in their subject

- Students will be reminded to use online platforms: Seneca, Hegarty/Sparx, MyGCSE, Educare.
- All work set should be monitored by HOD using Google Classroom and overall engagement scores using the central Google sheet.
- Students will also be signposted to the United Learning Curriculum Website and Oak Academy website for extra lessons and resources.
- Students will be given another exercise book, folder and how to use Google Classroom booklet to use if lockdown occurs
- Teachers have signed copies of our Online Sessions agreement.
- Teachers have been given written guidance (above).
- Training for new staff and refresher for anyone else on using Google Classroom and Google Meet (5th October)
- Y7 and Y12 lessons on Google Meet in tutor time, followed by at least one evening session (to be arranged). Content to be on online safety as useful for all in the family.
- Attendance to remote lesson is monitored using 'participants' tab and attendance recorded during last 5mins using SIMS.
- Classroom where lesson would have taken place can be used by teacher to deliver live lesson via Google Meet.
- Homework to be completed as usual and submitted via email if required.
- Teacher Feedback once per fortnight, in line with Academy policy.

Pastoral:

- Tutor time would continue to be led by tutors and coordinated by Head of Year every day on Google Meet.
- Head of Year would send year groups a daily email to remind students of daily message, remind them of their timetables, give announcements etc. i.e. Assembly.
- Head of Year would track attendance to all lessons. Calls made to those not attending lessons.
- Weekly ATVL (RAG). Have students submitted all work (Y/N) and did student attend live lesson (Y/N) trackers in place
- Head of Department will track online platform use.
- Head of Department/Head of Year/Teacher to contact home weekly where disengagement.

SEND:

TAs will set separate work for students identified as unable to access work set centrally or monitor and support as appropriate i.e. a similar process to previous lockdown.

Technology

Core Expectation	Action Required	Person(s) Responsible	Action by When	What will Success Look Like?
Academy Website	To be updated weekly to show weekly expectations – by year group, curriculum	CMO KCR	ongoing	Website clear and up to date New website in place by half term

	expectation and timetable.			to make this easier
Paper Resources	Students with poor engagement in previous lockdown/intermittent technology to have a paper workpack delivered in week 1. Y10 + Y11 have revision guides ready.	DWA	Within 2 days of lockdown	Students have material

Curriculum

Core Expectation	Action Required	Person(s) Responsible	Action by When	What will Success Look Like?
Academy will provide parents with key information: Curriculum overview, how to access online UL/Oak Curriculum.	Website to be updated with: <ul style="list-style-type: none"> - Curriculum outline for each subject area, and overall curriculum principles. - Links to UL resources as well as Oak Academy. - In the event we send a bubble home/of school closure, prepared letter goes out to parents highlighting above 	HMC & MTU	08/10/20	Parents/carers are able to support their children in the event of blended learning by knowing the topics that are being focussed on and sequence of knowledge studied across subjects.
Academy will deliver a full curriculum in line with NC and agreed curriculum expectations	<ul style="list-style-type: none"> - HODs planning curriculum to allow maximum use of UL/Oak Academy resources where it fits/work to do so. - HODs aware of the need to follow full curriculum and have considered 	HODs	Ongoing	Seamless transition to online learning regarding curriculum. Sequence of knowledge and learning is not disrupted by moving to online at all.

	<p>this when mapping out areas from September this year.</p> <ul style="list-style-type: none"> - HODs briefed team 			
--	--	--	--	--

Education with Character

Core Expectation	Action Required	Person(s) Responsible	Action by When	What will Success Look Like?
Academy will continue to provide opportunities for enrichment, PSHE, Pastoral Care and recognition	<p>Year group Google Classrooms – for all year groups. HOY, Tutors and SLT links invited as members.</p> <p>PSHE focus to be delivered during weekly Assembly.</p> <p>Weekly enrichment menu</p>	<p>HOY – IT support</p> <p>HMC</p> <p>HMC</p>	<p>In place</p> <p>By end of week 1 of lockdown (follows previous formats)</p>	Students in all year groups to be able to access enrichment and PSHE activities. Students will have access to pastoral support and care.

Assessment

Core Expectation	Action Required	Person(s) Responsible	Action by When	What will Success Look Like?
UL Assessment schedule will continue as per calendar.	<p>Seek guidance from UL with regards to trust plan for students sitting assessments remotely.</p> <p>At timely intervals collate information from HODs with regards to papers needing to be sat and ensure all students have access to a copy of the assessments (ideally electronic but paper available for those who can't access electronically).</p>	JCR	<p>ASAP</p> <p>Ongoing</p>	All students from all year groups sit calendared assessments.

	<p>Any year groups who are in school can sit assessments as per calendar – COVID restrictions permitting.</p> <p>Ensure HODs have a copy of the complete assessment calendar.</p>		Friday 18 th September	
--	---	--	-----------------------------------	--

Teaching and Learning

Core Expectation	Action Required	Person(s) Responsible	Action by When	What will Success Look Like?
<p>Synchronous and Asynchronous lessons will continue to be underpinned by Rosenshine's Principles and TLAC strategies</p>	<p>Lessons whether Synchronous or Asynchronous follow the I: We: You pattern.</p> <p>I: Explanation and modelling of new material in small steps.</p> <p>We: Guided practice with prompts and scaffolds.</p> <p>You: Independent practice with monitoring and feedback.</p> <p>Include consolidation of prior learning and new content. Use testing or retrieval practice as a learning strategy.</p> <p>Sedgehill guide to remote learning is updated and shared with staff.</p> <p>Staff CPD provided and good practice shared.</p>	HMC/MTU/AMI	05/10/20	<p>Remote learning continues to be based on cognitive science and evidence informed practice.</p> <p>Knowledge-rich curriculum is implemented effectively.</p> <p>Lessons build on prior knowledge and give plenty of opportunity for practice. Students continue to develop long term memory.</p>

Homework

Core Expectation	Action Required	Person(s) Responsible	Action by When	What will Success Look Like?
Homework continues to be set	All homework arrangements continue. KS3: Self-Quizzing, Hegarty, Seneca KS4: As current T/t	Teaching Staff	Ongoing	H/wk completed by students

Quality Assurance

Core Expectation	Action Required	Person(s) Responsible	Action by When	What will Success Look Like?
Daily drop ins and feedback continue to happen by SLT	HODs and SLT LM to be invited as members of Google Classrooms for all subjects within their areas of responsibility. HODs and SLT to drop into lessons daily when not teaching themselves and provide feedback to	All teaching staff, HODs and SLT. HODs and SLT	Ongoing	Continued improvement in remote T&L with support for all staff. Remote learning continues to be based on cognitive science and evidence informed practice. Knowledge-rich curriculum is implemented effectively. Lessons build on prior knowledge and give plenty of opportunity for practice. Students continue to develop long term memory.
Daily drop ins to tutor time and assemblies by HOYs and SLT Raising Standards to ensure clarity and consistency of routines, messages and expectations.	Tutor group Classrooms – for tutor groups. HOY invited as members. Year Leads for all 'entire' year groups set up relevant Classrooms. SLT invited as members.	All tutors, HOYs and SLT Raising Standards.	Ongoing	Tutors are fully supported in delivery of the tutor time

Attendance

Core Expectation	Action Required	Person(s) Responsible	Action by When	What will Success Look Like?
<p>Accurate daily communication on Google Classrooms by HOY/form tutors at beginning of days.</p> <p>Engagement with learning is treated the same as attendance and will be collected centrally each AM and PM.</p> <p>Academy-wide system set up to track engagement with online learning: weekly ATVL, attended lessons (Y/N) and submitted work (Y/N) on SIMS</p>	<p>Whole year group Classrooms set up for Y7-13. Form class TEAMS set up for all tutor groups Y7-13.</p> <p>Tutors and teachers to understand how using Classrooms they can identify who has logged into their lessons so that registers can be taken.</p>	<p>All teaching staff DAs</p>	<p>In place</p>	<p>Teachers can identify students' attendance using Google Meets and then transfer this onto SIMS after the lesson.</p> <p>HOY to monitor attendance through SIMS and act on non-attendance through phone calls/visits if necessary.</p> <p>SIMS reports to generate daily records of student attendance and engagement by year group and by subject.</p>