Guidelines for Primary Teachers

* Taking care of your physical and mental health is crucial at this time: this goes for children, parents and teachers. Keeping minds active and happy, ready to return to school when the time comes is the most important factor.
* It is reasonable to expect schools to make provision for this and for these resources to be refreshed over time.
* It is important to consider the equality of provision. Children should not be disadvantaged by not being in school, or by not having the correct equipment whilst at home – particularly where this involves technology.
* Teachers working at home can only carry out a reasonable workload and this must be negotiated with staff. Teachers should not be asked to personally contact their students daily, except where they have agreed with the headteacher a system/ rota for contacting vulnerable children and families. Teachers must not use personal phones, emails or social media to carry out this contact.
* Teachers should not live-stream lessons from their homes, nor engage in any video-calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated. The same safeguards in relation to one to one working with children cannot be secured via live streaming.
* Many children need a lot of guidance when working and cannot be left for long periods of time to complete complex tasks. Schools should suggest activities that children can complete on their own. We must recognise that many parents are also trying to work from home, and parents might struggle to assist with schoolwork for a number of reasons. Parents cannot be expected to become teachers.
* Tasks that do not need the internet or a device such as a laptop or tablet to access them are preferable, as some children and families will not have internet access or more than one device to use.
* Work and tasks should suit the age range and capabilities of the children and expected outcomes should be flexible. Try to set tasks that all pupils can complete to some degree of success, with extra and more stretching activities for the more able.
* Work that can be done in bite-sized chunks is more likely to be completed than longer tasks. If there are projects, suggest how these could be broken down.
* Worksheets/textbook pages for maths and English can work if they are already used in school and all children have them at home. Teachers cannot be expected to mark work. Schools should not be setting SATs tests or mocks at this time.
* A list of flexible tasks that cover different areas of the curriculum allows children to choose the tasks that interest them, and the ones parents feel they can manage.
* It is most beneficial and realistic to offer a variety of tasks which are done working at a table (keep these to a minimum) or while moving around, including creative tasks.

Guidelines for Secondary Teachers

* Taking care of your own physical and mental health is crucial at this time: this goes for children, parents and teachers. Keeping minds active and happy, ready to return to school when the time comes is the most important factor.
* It is reasonable to expect schools to make provision for this and for these resources to be refreshed over time.
* It is important to consider the equality of provision. Children should not be disadvantaged by not being in school, or by not having the correct equipment – particularly where this involves technology.
* Teachers working at home can only carry out a reasonable workload and this must be negotiated with staff. Teachers should not be asked to personally contact their students daily, except where they have agreed with the headteacher a system/ rota for contacting vulnerable children and families. Teachers must not use personal phones, emails or social media to carry out this contact.
* Teachers should not live-stream lessons from their homes, nor engage in any video-calling, unless in exceptional circumstances with the parent.
* Not all pupils will have a quiet place to work, and some will be expected to take care of younger siblings or perform household chores.
* Schools should suggest activities that children can complete on their own regardless of ability level. We must recognise that most parents are also trying to work from home. Parents cannot be expected to become teachers.
* Variety is key and bite-sized chunks of work are more likely to be completed and could be part of a bigger project. We cannot expect pupils or parents to replicate the classroom at home.
* Set tasks that can be completed to varying degrees of success with more complex and additional tasks for the most able pupils. Tasks that require little or no access to technology are preferable in order to cater for everyone. Where schools do use technology, they should use the technology that pupils and teachers are familiar with.
* A list of flexible tasks that cover different areas of the curriculum allows pupils to choose the tasks that interest them and makes it more likely that they will complete them. Post-16 learners might be able to carry out more open-ended, independent work, but structure and guidance is still needed for them.
* Students who would be leaving Year 11 might be guided towards resources that would enable them to prepare for post-16 study.
* If schools have systems set up for online lessons, these should be kept to a minimum as the interaction needed between teacher and pupils in school is high and cannot be easily replicated for a young audience, even at KS4 level. Any school which carries out online lessons must have protocols in place to protect staff and safeguard pupils, and no teacher should be expected to carry out any online teaching with which they feel uncomfortable or in the absence of agreed protocols.
* At this time, teachers should not be expected to carry out routine marking or grading of pupils’ work. To do so would be to disadvantage those who do not have the resources and support available at home to make that fair.