

Remote Learning Policy

This policy is not intended in any way to replace any existing safeguarding policies and systems. It is an annex to the main Safeguarding policy, Teaching and Learning policy and Online Safety policy.

Remote Learning Strategy:

There is an expectation from the Department for Education that *'where a class, group or small number of pupils need to self isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.'*

Initial case studies suggest that any remote learning strategy should consider:

- a- What level of access people have to technology at home
- b- Levels of proficiency in using given technology – in both adults and children at home
- c- Providing learning in multiple formats so everyone can access them
- d- How to keep in touch pastorally and from a safeguarding perspective.

Our own experience of providing home learning during the period of lockdown from March to July has shown us that:

- a- Worksheets/independent learning activities which required little input from adults at home were accessed by more children more frequently than the open ended learning tasks given.
- b- Project based learning worked well when set as a whole school project – this allowed sibling groups to work together
- c- Our parents are incredibly creative and came up with lots of really interesting ways to teach d- YouTube videos were accessed but a number of families found it difficult to access these resources where children in a household came from lots of different year groups

Pre-Requisites:

The remote learning strategy will require all pupils to have access to a computer or tablet device. Where pupils live with siblings, a device should be available per pair of children. School will provide Y6 with laptops, Y3, 4 and 5 with Chromebooks and Key Stage One with iPads.

The remote learning strategy will also require all devices to have access to an internet connection. Where homes and families do not have one, school will have two approaches for this; Parents will be shown how to 'tether' a device to a mobile phone OR in cases where this is not possible, school will provide a wifi dongle.

All staff will have Google Classroom training to ensure they have the skill set to complete the tasks ahead.

Staff:

When putting together the remote learning strategy, staff workload has been carefully considered to ensure that work completed is not done so unnecessarily. Where possible, opportunities to share workload across year groups and phases has been incorporated so that workload can be shared.

Where possible, time will be given to allow staff to collate additional resources so that any increase in workload will be balanced with additional time.

In the event of full school closure, Teachers must be available where possible throughout the working week. If they're unable to work for any reason during this time, they should report this using the normal absence procedure.

Overview:

The remote learning strategy is based on four stages. The first two stages relate to individuals or small groups of children who are self-isolating or who are absent due to Covid-19. Stages three and four relate to whole bubbles or the whole school being required to self-isolate or the Government moves to Tier 4 Lockdown when Primary Schools are required to close. For more details see Appendix A.

Teaching and Learning:

Curriculum Content:

Teachers are responsible for planning and setting work for their own classes. Where it is a shared group one teacher may take the lead on this. Teachers may set cover work in response to staff absence

Teachers need to ensure that the content they are providing the students is accessible and achievable for the students to complete at home, independently. It must also compliment learning which is taking place in school. This will ensure gaps are minimised.

Timetabling:

Remote Learning will not aim to replicate the timetable of a normal school day but will instead reflect the nature of a more intense learning environment.

Teacher's will be asked to present information for 20minutes either using pre-recorded videos or live content. Children will then be asked to work independently to complete a given task. Regular breaks should be taken to ensure screen time is not excessive and, wherever possible, as much learning will be practical. In EYs and KS1 this work should be worksheet based. In LKS2 children should use worksheets until they are able to record online. In UKS2 all work can be completed on Google Classroom.

At each stage of the Remote Learning Strategy the curriculum will be tailored to ensure workload is manageable. At Stage One and Two, remote learning will aim to cover Reading, Writing and Maths. At Stage Three and Four, Reading, Writing and Maths will continue with the addition of wider curriculum areas.

Suitability of platform:

Fearnville Primary has chosen to use Google Classroom and Zoom as the platform to deliver remote learning.

The platform(s) chosen for remote teaching and learning allows the Senior Leadership Team to 'drop in' to online lessons – whether randomly or in response to any concerns raised.

Staff must check the suitability of any online source that they recommend e.g. they have watched full videos, not just the start and have considered whether it is age appropriate.

Live sessions:

Teachers are responsible for presenting some key learning in a live format. It is the expectation that staff will teach some of their lessons 'live' using a range of platforms such as Google Classroom and Zoom.

Students are asked to mute microphone but turn on their camera. They should raise any questions using the audio function, chat function or by using the Google Stream function on Google Classroom. Where pupils do not mute microphones, the platform chosen allows Teachers to do this, as well as remove children from the room.

If staff are remote teaching using video, this must take place in a suitable venue i.e. a living room, dining room or study/home office so that pupils' parents can have access and check-in with their child.

All remote teaching and learning sessions should take place in normal school hours.

In the interests of safeguarding both pupils and staff, the school believes it is in its legitimate interest to record online sessions (see **Personal Data and Data Protection** below).

During any live session, at least two members of staff should be online, one teaching, the other observing – this is where the full cohort of children are accessing the same session. If other staff are available, they can respond to any questions or queries in the chat function or on Google stream. If the group is smaller, and therefore more manageable, one member of staff may be online.

The appendices for this policy will be updated as we gain more experience with this method of teaching.

Appendix 2: Acceptable Use Agreement – Pupils **Appendix 3:** Live Session Protocol Staff

Recording of Lesson Content

Pupils/parents are NOT permitted to record anything school-related or record the content of a teacher's lesson.
Pupils/parents are not permitted to share ANY school-related recordings (video or audio) whether made personally or uploaded by teaching staff.
This matter will be taken very seriously and there will be consequences if pupils record staff and /or other pupils and share the content inappropriately.
Staff will not record pupils for any purposes other than normal lessons. Parents and pupils will be informed that sessions will be recorded.

Providing Feedback:

Teachers should provide regular feedback to students. Students need to know what they are doing well and what they need to do to make progress. This may be in a variety of forms from whole group feedback, responses to individual questions using Google Stream or in the functions provided by Google Forms and so on.

Feedback will not be given via personal email address. Instead, individual feedback will be given using the Google Docs comments/marks function.

Pastoral Care:

It is important to maintain an element of pastoral care during any periods of remote learning.

Individual pupils who are isolating will be contacted by a member of the senior leadership team on a weekly basis. Where a child is deemed to be vulnerable or SEND, additional phone calls will be made by the DSL or SENDCo.

Where whole groups of children are asked to self-isolate, a weekly 'social call' will be arranged for small groups of 6 children. These groups will be based on friendship groups and will last for approximately ten minutes. Picture news will be used as a stimulus if children struggle to make conversation.

SEND:

Where children have a special educational need which means that engaging in whole class remote learning is not appropriate, alternative arrangements will be put in place by the SENDCo. This will include practical resourcing, using videos and a more tailored approach.

Any remote learning will aim to meet statutory requirements of any EHCPs that children may have.

Vulnerable students and students that have an EHCP will receive weekly contact to support student wellbeing. Differentiated work/timetables will be put in place where appropriated to maintain student engagement in education

Safeguarding:

There is still the potential for safeguarding issues to arise during remote teaching and learning, whether due to poor technical understanding, an intention to abuse, weak online security or for any other reason.

There is also the very real possibility that pupils may be at home with abusers for much longer periods of time, when school is usually their safe space.

The DSL/DDSL team will be responsible for risk assessing (Appendix 4), taking action and reviewing potential safeguarding issues created by moving teaching and learning online: if a safeguarding issue emerges you must immediately contact Mrs Bowe. By using CPOMS to log all safeguarding issues, all members of the team, including the Headteacher, are immediately notified.

The DSL or DDSL will be available and contactable throughout all periods when remote teaching and learning is taking place by school email or by calling them.

The Phase Leaders in each phase of the school remain responsible for the curriculum, teaching and learning while the school is operating a remote learning platform.

All remote teaching and learning MUST take place using staff and pupil school email accounts so that Forensic Monitoring can continue to filter and monitor for safeguarding purposes.

One-to-one tuition using any form of live function is not permitted. One to one tuition using pre-recorded videos or selected materials is permitted. However, this should still happen through Google Classroom which can be closely monitored by SLT.

Training and Reporting Safeguarding Concerns

Staff have been given training in the use of new software and online platforms. Training will continue to be offered at regular intervals to ensure that all staff understand how to use remote teaching safely.

Staff are regularly trained in using CPOMS to report all safeguarding concerns. Staff will continue to receive on-going training on Safeguarding issues and using software during staff INSETS/training sessions or on an ad hoc basis over the forthcoming weeks and months.

Pupils have also been given training in using software, and will continue to be given training, which will include appropriate use. Pupils will be trained in how to stay organised and manage their remote learning/study habits, as well as keeping safe.

Parents will receive the National Online Safety '10 Top Tips for Remote Learning' guidance which informs parents how to keep their children safe. Other documents will be circulated throughout the period of remote teaching and learning. The school will also provide Technical Support sessions for parents who need additional help in facilitating their child's remote teaching and learning experience including Safeguarding advice.

Staff must be vigilant to potential safeguarding issues in remote teaching and learning and appropriate responses; these include inappropriate comments or images, peer-on-peer abuse, and all other safeguarding concerns as detailed in the school's Safeguarding and Child Protection Policy available on the school website.

It is vital that staff report safeguarding issues encountered in remote teaching and learning as they would do at school: record the concern on CPOMS in a timely fashion using the pupil's own words as much as possible. All CPOMS entries are immediately dealt with by the DSL/DDSL team.

If a member of staff has a concern about another member of staff during remote teaching and learning they must report this directly to the Headteacher who will contact the LADO.

Behaviour:

Online Behaviour

Pupils have an understanding of the policies that apply if they are using computers at home – an updated acceptable usage agreement (AUA – appendix 2) will be signed by both Pupils and Parents.

Pupils are aware that the teacher is responsible for what they are doing in 'lesson' time but, during remote teaching and learning, pupils will also need to exercise control and self-restraint when using online platforms.

The protocols for sharing school business-related pictures and video-clips between pupils and teachers are to use school email and Google Classroom resources for all school related content sharing. Do not use personal or non-school approved apps to share or receive content.

If pupils do not adhere to the guidelines, they should be removed from the Google Classroom until the Teacher or member of SLT can contact their parents. A discussion will be had and, where necessary, alternative arrangements will be made.

The acceptable usage agreement for staff, pupils and parents will be circulated. Our school values of kindness, confidence and success underpin this agreement.

Keeping in touch:

Staff have been told to only use school equipment (mobile phone) to contact pupils or parents directly by phone for pastoral reasons.

Some key members of staff have been given school mobile phones to contact pupils and parents during remote teaching and learning. Staff will contact the parent and ask to be put through to the child (if age-appropriate to do so). Phone calls to pupils/parents should be logged using CPOMS, even if there are no concerns.

Staff, pupils and parents will be informed of all changes and expectations in remote teaching and learning through the usual channels of communication: text message, phone calls, YouTube videos and letters.

Any communication must take place during normal school hours and not at weekends or holidays, with the exception of key members of staff who may contact vulnerable pupils and/or their families outside of normal working hours.

Any revised guidance on conduct by pupils, staff and parents may be sent out at any time during remote teaching and learning.

Year group emails have been established for parents to use to email any questions or work in to school. These will be monitored on a regular basis by the SLT.

Vulnerable Pupils:

Vulnerable pupils (either those with a social worker or those deemed as vulnerable pupils by DSL/DDSLs) are being monitored closely during remote teaching and learning. DSLs/DDSLs, Form Teachers/Senior Form Teachers are in regular contact with vulnerable pupils (if age-appropriate) and their families.

DSL/DDSLs will continue to work with external agencies remotely where there are significant safeguarding issues, in line with *Keeping Children Safe in Education* (2019) and *Working Together To Safeguard Children* (2018).

Devices and Accounts:

The monitoring of internet use by staff and pupils will continue during remote teaching and learning where school email accounts are being used. The Headteacher will receive regular reports and follow these up as they would do at school.

Data Security:

During periods of Remote Learning, staff should continue to adhere to good practice set out in code of conduct, GDPR policy and other associated documentation. Where possible, staff should only use school equipment to provide remote learning.

Personal Data and Data Protection

☑ The school asserts that it is in its legitimate interests to process personal data in order to deliver remote teaching and learning.

Staff need to be mindful of the need to be sensitive about sharing personal data during remote teaching and learning.

When recordings are made, data will be only be stored for as long as necessary.

Only school-provided email addresses will be used to enable greater oversight and monitoring of content and participation.

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Managing Disclosures:

Should a member of staff have a safeguarding concern they should follow schools reporting procedure.

Should a student have any concerns during a lesson, they should raise it with parent /guardian so that contact to the school can be made.

Attendance:

Registration:

We will register all pupils the following way:

- Class Teachers will use the Stream Function to ask children to acknowledge that they have arrived.
- Class Teacher will complete a daily attendance register using an excel spreadsheet on G-Drive.

- A member of the safeguarding and welfare (SAW) team will monitor this and call children where they fail to attend.

- Where a family cannot be contacted, the SAW team will contact a member of the SLT so that home visits can be carried out as appropriate.

Appendix 1

Stage One:

Who?

Stage One remote learning is for children who are at home awaiting results of a Covid-19 test.

Children who are at home ill with something which is not linked to Covid-19 will not have work sent home for this period of time. If they are too unwell to attend school they are also too unwell to complete school work at home. Instead we will use our usual strategies of pre-teaching and targeted support to ensure any missed learning is caught up when they return to school.

What?

Year group teams will put together 'Key Skills Learning Packs' for their year group each half term. Cover will be arranged for one of the staff team to put this together during an afternoon session once each half term.

These packs will include worksheets and activities which provide an opportunity for children to embed key skills which are ongoing e.g. Handwriting, Multiplication and Number Bond Facts, Spellings etc. These packs will be kept centrally so that they can be distributed easily.

How?

Packs will either be given to children as they are sent home OR will be delivered to the home address by a member of school staff.

Safeguarding and Pastoral Care:

Families where children are awaiting results will be called on a daily basis to check-in with them. This will allow school to monitor safeguarding and will also ensure school is kept up-to date with the outcome of any Covid-19 tests etc.

Free School Meal Provision:

Children who are in receipt of Free School Meals (not UIFSM) will be entitled to a grab bag for the period of time when they are awaiting results of a Covid-19 test. These will be delivered by a member of school staff.

Stage Two:

Who?

Stage Two remote learning is for individual children who have been asked to self-isolate because they live with someone who has Covid-19. They may not be displaying symptoms but under government guidance will be asked to self-isolate for a 10 day period.

What?

Year group teams will put together a range of lessons and activities using Google Classroom for children to complete. There is an expectation that a Reading, Writing and Maths activity will be provided on a daily basis. Foundation Subjects will not be covered as part of this stage – instead a focus on the core subjects. Activities should not aim to replicate a full hours lesson but should instead be no more than 30minutes. This reflects the nature of a 1:1 learning context as opposed to 1:30.

Staff will use a range of pre-existing resources including Oak Academy, BBC Bitesize, Fearnville YouTube Videos etc. Learning will compliment the planned sequence of learning objectives but may not be identical in its content.

There is an expectation that year group teams will feedback to children on any work they have completed once a week as a minimum. This will be completed during PPA sessions.

How?

Children will access this learning via Google Classroom. They will need access to a device and an internet connection.

Safeguarding and Pastoral Care:

Families where children are self-isolating for 14 days will be called on a weekly basis by the child's class teacher. Class teachers will be expected to speak to the child and the parent.

Where a family is considered to be vulnerable one of the Designated Safeguarding Leaders (DSL) in school will make an additional phone call each week.

Where a family of child is on the special needs register, an additional call will be made each week by the SENDCo.

Where a family cannot be contacted, a home visit will be carried out by the HT or DHTs.

Free School Meal Provision:

Children who are in receipt of Free School Meals (not UIFSM) will be entitled to a food hamper. These will be provided on a weekly basis and will be delivered to the family as soon as possible.

Stage Three:

Who?

Stage Three remote learning is for groups of children who have been asked to self-isolate. This could be a full bubble or full year group of children. This will depend on whether the positive Coronavirus case is a member of staff or pupil.

Stage Three remote learning will also apply for the first two weeks of a local Tier 4 lockdown. This will involve the whole school being off site.

What?

As with Stage Two, year group teams will put together a range of lessons and activities using Google Classroom for children to complete. There is an expectation that a Reading, Writing and Maths activity will be provided on a daily basis. Activities should not aim to replicate a full hours lesson but should instead be no more than 30minutes. This reflects the nature of a 1:1 learning context as opposed to 1:30. A weekly Foundation Subject Project will also be set – this should amount to no more than a further two hours of work. These projects will be open ended and will encourage children to explore topics more broadly.

If the whole school is closed, Foundation Subject projects will be 'Whole School' to allow family and sibling groups to work together across age groups. This will respond to families

Staff will be expected to create bespoke learning sessions which are similar in content and style of delivery to our normal Teaching and Learning. Learning will complement the planned sequence of learning objectives.

There is an expectation that year group teams will feedback to children on any work they have completed on one subject each day e.g. Reading feedback on Monday, Maths feedback on Tuesday etc. This is a minimum expectation.

Worksheets will be provided for children who may need them.

There is an expectation that work set will be tailored to meet the needs of groups of children but we acknowledge that bespoke and individual work will not be possible.

How?

Children will access this learning via Google Classroom. They will need access to a device and an internet connection.

Safeguarding and Pastoral Care:

Bubbles of children who are self-isolating for 14 days will be called on a weekly basis by the child's class teacher. Class teachers will be expected to speak to the child and the parent.

Where a family is considered to be vulnerable one of the Designated Safeguarding Leaders (DSL) in school will make an additional phone call each week.

Where a family of child is on the special needs register, an additional call will be made each week by the SENDCo.

Where a family cannot be contacted, a home visit will be carried out by the HT or DHTs.

Free School Meal Provision: Children who are in receipt of Free School Meals (not UIFSM) will be entitled to a food hamper. These will be provided on a weekly basis and will be delivered to the family as soon as possible.

Stage Four:

Who?

Stage Four remote learning will apply when a Tier 4 local or national lockdown is in place. Where this is the case, all pupils will be at home. For the first two weeks, Stage Three will apply. Where the Tier 4 lockdown extends beyond two weeks, stage 4 will come in to action.

What?

As with Stage Three, year group teams will put together a range of lessons and activities using Google Classroom for children to complete. There is an expectation that a Reading, Writing and Maths activity will be provided on a daily basis. Activities should not aim to replicate a full hours lesson but should instead be no more than 30minutes. This reflects the nature of a 1:1 learning context as opposed to 1:30. A weekly Foundation Subject Project will also be set – this should amount to no more than a further two hours of work. These projects will be open ended and will encourage children to explore topics more broadly.

If the whole school is closed, Foundation Subject projects will be 'Whole School' to allow family and sibling groups to work together across age groups. This will respond to families

Staff will be expected to create bespoke learning sessions which are similar in content and style of delivery to our normal Teaching and Learning. Learning will complement the planned sequence of learning objectives. There is an expectation that year group teams will feedback to children on any work they have completed on one subject each day e.g. Reading feedback on Monday, Maths feedback on Tuesday etc. This is a minimum expectation.

There is an expectation that work set will be tailored to meet the needs of groups of children but we acknowledge that bespoke and individual work will not be possible.

In addition to the above, a weekly 'catch-up' session will be arranged using Zoom for groups of up to six children. These sessions will act as an opportunity for children to meet with their peers socially.

How?

Children will access this learning via Google Classroom. They will need access to a device and an internet connection.

Safeguarding and Pastoral Care:

Class teachers will call their pupils individually once a week. Pupils will also attend the Zoom sessions once a week. This will give two opportunities to check-in with Pupils from a safeguarding and wellbeing perspective.

Where a family is considered to be vulnerable one of the Designated Safeguarding Leaders (DSL) in school will make an additional phone call each week.

Where a family of child is on the special needs register, an additional call will be made each week by the SENDCo.

Where a family cannot be contacted, a home visit will be carried out by the HT or DHTs. Where possible, all families will receive a home visit from a member of school staff. This will only be possible if Government guidance allows it.

Free School Meal Provision:

Children who are in receipt of Free School Meals (not UIFSM) will be entitled to a food hamper. These will be provided on a weekly basis and will be delivered to the family as soon as possible.

Appendix 2:

Acceptable Use Agreement: Remote Learning

General

Use of the Fearnville Primary school network constitutes agreement to comply with this policy.

These rules apply to the use of any of the school computers, wherever they may be. They also apply whenever a user is logged on to the Fearnville Primary School Network or on to the Google Account associated.

Pupils are given a user account to enable them to use the facilities on the school network, use of this account is monitored – it is neither private nor privileged. It will be removed if it is misused.

Storage media, such as USB sticks/keys are not allowed to be used in the Chrome Book or Laptop provided. School equipment should be kept in accordance with the loan agreement signed by parents.
Above all, you should be KIND ONLINE

Live Lessons:

During video calls with your teachers it is really important that you stick to these rules:

1. An adult is with you during the video call
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during your online sessions.
7. Turn on your camera but mute your microphone.
8. If you have a question use the Chat function or Google Classroom Stream.
9. Pupils are unable/may not attempt to call, chat or set up private groups between each other on Google Classroom (this feature has been disabled).
10. Pupils are unable/may not attempt to start or record a meeting/lesson (this feature has been disabled).
11. Pupils are not permitted to share recorded videos/lessons made by teachers within or outside of the Google Classroom account.
12. Pupils should think carefully about what is acceptable language with regards to what they type and post.
13. Pupils must hang up at the end of the lesson once instructed to do so. The teacher must be the last person in the meeting to hang up.

Appendix 3:

Staff Protocol:

If staff use video teaching methods, the background in video streaming/conference calls/recordings must be neutral and appropriate. Minimise mess and avoid personal items on display.

Consider whether or not there might be interruptions or that any audio in the background is also not offensive.

Remote teaching and learning (both audio and video) must never take place in a bathroom/washroom/toilet.

All staff and pupils must be suitably dressed during remote teaching and learning sessions. This may be more casual than regular school business attire but it still needs to be modest and appropriate. If pupils are not appropriately dressed, terminate the lesson immediately and communicate the reason afterwards. Alert the DSL team using CPOMS.

When conducting a live lesson, two members of staff should be present. Both adults need their cameras on. One should have their audio muted.

All live lessons should be recorded and a log kept. This log is kept in the staffroom space of Google Classroom under 'Remote Learning'

Links to the meeting should only be shared in Google Classroom and should not be sent via any other means (Social Media, Email, Text etc.)

Links to the meeting should be checked in the 'incognito' tab to ensure they are not visible – where possible, check this using a pupil account. These links should be hidden and changed when you have finished a lesson.

Any 'live chat' function (Google Stream) should be removed when you are not using it. This includes any break times during the day.

Each live session should start with a reminder on AUA (see above) – ensure all pupils are clear.

Recap/introduce any ground rules e.g. if they want to speak, how do they let you know? Do they unmute their own microphone?

Recap on how to ask questions (chat function or in the Google Stream).

Remind all pupils of the need for a parent to be in the room and that you will be recording the session.

Appendix 4:

Remote Learning Risk Assessment Template – see Safeguarding Policy for more details.

What are the Risks?	Who may be harmed?	Existing control measures?	What further action is necessary?	Action: By whom? When?	Date Completed

10 TOP TIPS

REMOTE LEARNING FOR TEACHERS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For school staff and teachers, there is a lot to consider and planning is key to ensuring a smooth transition from classroom to home. That's why we've created these top tips to help school staff ensure they deliver the most secure and safest remote learning experience they can, both for themselves and their students.

1) Familiarise yourself with the relevant policies

Whilst remote learning might be uncharted territory for you and your school, ensure you still adhere with the relevant policies around safeguarding, acceptable use, data protection, student behaviour and online conduct, for example.



2) Consider your surroundings

The use of webcams, video and live streaming must be done with careful thought. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Avoid bedrooms.



3) Create and disseminate a clear distance learning policy and guidance

This is important so that parents and pupils are clear as to what is expected of you, including around behaviour and conduct. It will also provide them with a level of confidence and reassurance.

4) Only use school approved platforms and communication channels

Make sure that you keep to communicating through official outlets, such as your school online portals or assigned email addresses. Never communicate using personal emails or numbers and refrain from communicating outside of school hours.



5) Maintain professional dress at all times

Treat any online lesson the same as delivering a lesson in the classroom. Maintain a professional image and never wear anything inappropriate or revealing. Encourage your students to also wear their school uniform.



6) Distribute a class timetable/schedule for remote learning

This will help to maintain a structure and lesson plan to classes. Include the frequency of lessons, duration, how they will be delivered, times for online and offline learning and any links. This will give parents a sense of structure and reassurance around lesson delivery.



7) Ensure you use the correct/ appropriate technology

Remote learning will mean that you will need to employ the right technology and software to ensure that students are able to access learning in the safest and most secure way. Look to distribute a list of safe apps and software that are secure and won't raise any safeguarding concerns.



8) Protect personal data

Only use appropriate systems and software that require email and password login. It's always best-practice to only use school-provided email addresses.



9) Consider the needs of SEND pupils and vulnerable learners

It's important to try and accommodate all students, including children with SEND or those who are more vulnerable, and take into account different levels of learning.



10) Try to make lessons fun and engaging and encourage regular feedback

Remote learning is a fantastic way to be imaginative with teaching and learning and a great way to encourage independent thinking. Try to encourage a two-way flow of communication with parents and students to help maintain transparency and confidence in the learning process.

LOL!



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 posting 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 to 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.



10 TOP TIPS

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.





A GUIDE TO SAFER LIVE LESSONS



An online lesson occurs when teachers use video conferencing software to 'live stream' lessons to their pupils. Some of the most popular apps and websites that support this include Zoom, Google Hangouts, Skype and Microsoft Teams. Online lessons can be a great way to replicate classroom interaction, ask immediate questions and gather instant feedback. It's also convenient and allows learning to take place anywhere with an internet connection. However, live lessons aren't always accessible to everyone and younger children will need a lot of parental supervision, which isn't always practical.

What teachers need to consider

CONDUCT

If you decide to host an online lesson, it's important that you maintain a level of professionalism and treat any online lesson in the same way you would treat a classroom lesson. Dress appropriately and find a setting which has a plain background and has no personal information on display. Remind pupils of acceptable behaviour and their conduct during class. It's worth remembering that live streaming means screenshots and video recordings of your lesson could occur so you should always observe professional conduct at all times.



COMMUNICATION

Hosting a live lesson means that you will have to think about how you communicate and through what channels. Children will need access to the internet, have the appropriate technology and will need to download the relevant software or application. Some, or all, of these may not be widely available to everyone. It's also important to consider that the software that you choose to use is secure and has the relevant privacy and security settings in place. Any contact should only be through a platform provided by the school and not through personalised accounts open to public viewing, comments or sharing.

CONTENT

Planning your content will be a key factor to consider prior to hosting an online lesson. It's important to ensure that all content is age-appropriate and that any tasks that you set which require use of the internet won't lead children towards anything offensive or inappropriate. Always try to ensure that live lessons take place with the whole class but bear in mind that some pupils may work slower than others depending on the type of tasks you set.



What parents need to consider

CONDUCT

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite and remember their manners. Position your computer or webcam in an open environment where you can monitor their activity, preferably not in a bedroom. Try to keep the background neutral with good quality lighting and sound.



COMMUNICATION

If your child is part of an online lesson, they may need support in setting up the relevant software and communication platforms in order to take part. Your school will usually provide the relevant details on how to do this however it's worth ensuring that you have some awareness of the privacy and security settings so that you know that all communication is secure. It's important to raise any concerns that you have with the school if you are unable to accommodate an online lesson for any reason.

CONTENT

Try to take an interest in your child's live lesson if you can and stay close so that you can aid them if necessary. Try to find out who is hosting the lesson, what the lesson is about and what tasks they will be set. If they are required to conduct internet searches, ensure parental controls are in place. If you're using Zoom, make sure that screen sharing is only shared with the host. This will avoid 'Zoom bombing' whereby uninvited guests use the screen-sharing feature to broadcast porn or other inappropriate content.



Some commonly used platforms

SOURCES:
<https://www.off.ing/deepinks/2020/02/#atyou-should-know-about-online-tools-during-covid-19-crisis>
<https://support.zoom.us/hc/en-us/articles/115000538083-Attendee-attention-tracking>
<https://hangouts.google.com/>
<https://support.skype.com/en/faq/FA36649/protecting-your-online-safety-security-and-privacy>
<https://docs.microsoft.com/en-us/microsoftteams/security-compliance-overview>

zoom

Zoom is one of the most popular video conferencing apps at the moment. Schools using Zoom can monitor attendee's activity while screen-sharing, track real-time activity, record live lessons and recall video, audio, transcript and chat files. Admins can also see the IP address and admin information of all attendees.

⚠️ Safety Tips ⚠️

- ✔ Change privacy controls so that screen sharing is limited to the host only.
- ✔ Turn file transfers off to reduce any risk of hacking or installing a virus/malware.
- ✔ Create a strong password for your account incorporating letters, numbers and symbols.
- ✔ Keep the software as up to date as possible with the latest security patches.

Google Hangouts

Google Hangouts allows communication through video, audio or messaging, although isn't end-to-end encrypted. During the COVID-19 outbreak, Google has been making the advanced features in Hangouts Meet available to all schools around the globe using G Suite for Education.

⚠️ Safety Tips ⚠️

- ✔ Ensure that any call made via the app is private or by invite only.
- ✔ Customise who you can receive invites from through the privacy settings to block unwanted contact.
- ✔ Keep all anti-virus software up-to-date and instate a firewall.
- ✔ Always sign out after use to prevent anyone else from accessing your account.

skype

Microsoft owned Skype is a well-known communication tool that specialises in providing video chat and voice calls. It is one of the biggest apps in the world, providing end-to-end encryption between Skype users, as well as facilitating screen sharing and the ability to record calls.

⚠️ Safety Tips ⚠️

- ✔ Ensure you have the latest anti-virus software installed on your computer and set up a personal firewall.
- ✔ Keep profiles hidden and don't share any unnecessary personal information on your profile.
- ✔ Don't download anything from profiles you don't know and block any suspicious contacts.
- ✔ Always adjust privacy settings, including only allowing children to communicate with approved contacts.

Microsoft Teams

Microsoft Teams describes itself as a 'group chat software and collaboration tool'. It provides the ability to chat, meet, call and collaborate from anywhere and is popular given its ability to seamlessly integrate with other Microsoft applications like Word and Excel.

⚠️ Safety Tips ⚠️

- ✔ Turn off guest access so only school issued email addresses communicate.
- ✔ If linked to an Office 365, enable Advanced Threat Protection (ATP) to help prevent against threats via emails, links, and attachments.
- ✔ Make sure your operating system has the latest updates and security patches.
- ✔ Beware of phishing emails asking for your password - Microsoft will never ask you it.