STAMFORD PARK TRUST

Policy Title:	Remote Learning Policy
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Related Documents/ Policies:	Safeguarding & Child Protection Policy ICT Acceptable Use Policy Student Attendance Policy Excellence and Behaviour for Learning Policy
Legal Framework/Statutory Guidance:	

Contents

1   Introduction and Scope

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to Students in order to ensure continuity of education in the event that normal lessons are unable to be delivered 'face-to-face' in school as normal.

This policy is to ensure ongoing consistently high-quality education during periods of emergency school closure or when students are unable to access their education in school due to Covid-19 (meaning not all students may be able to fully access learning in school). It is essential that all of our students receive the same quality of provision and cover the same curriculum content, regardless of whether they are in school with face- to-face teaching or they are being educated remotely. As there are a variety of scenarios when the remote learning policy may need to be implemented, the approach to remote education will be outlined for each scenario, and will future proof against school closures which may happen for any emergency situation in the future.

There is no obligation for the school to provide continuity of education to Students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This policy does not therefore apply to a number of situations such as: Students absent from school due to holidays taken in term time; a parental decision to absent their child from school as a precaution against official guidance in the event of an outbreak of an infectious disease; short term absences due to illness or other reasons.

2   Remote Learning Lead:

The Deputy Headteacher for Curriculum (Sally Ayre) is responsible for the implementation, review and oversight of Longdendale High School's Remote Learning Policy.

3   Preparing for Remote Learning:

To ensure a rapid move to remote learning provision as required and to ensure no learning time is lost, the following will be in place:

- Staff have access to Microsoft Teams for classes and that these are all set up
- Staff are familiar with the main functions of Microsoft Teams and instructional sessions will have been provided (staff guides will be produced to support with this)
- Staff have the ability to host a Teams Live Event with their classes both from home and from classrooms
- Students within each class have access to the relevant Microsoft Teams
- Students will receive Teams instructional sessions and refresher sessions as required through the form tutor curriculum (learner guides will be produced to support with this)
- Parents/carers and Students are made aware in advance of the arrangements in place for the continuity of education
- The school completes a regular survey of Students' access to technology at home to tailor support and resources that each individual student requires.

Senior Leaders at Longdendale High School will ensure that staff are supported in the development of the above framework by:

- Providing opportunities and time through calendared development time for staff to receive training on using Microsoft Teams and Microsoft Teams Assignments

- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable access at home. If this is not the case, school will supply them with a suitable device during the closure period
- Ensuring that staff are provided with a timetable and overview of expectations for when and how they should be delivering remote learning and to which groups of Students

Teaching Staff and Teaching Support Staff should ensure that they:

- Use Microsoft Teams Assignments for setting the work for remote learning, and Microsoft Teams Live Events for hosting live lessons for Students who are at home
- Set the Live Event lesson to record to enable Students to access the lesson at a later point in the case of illness or technology difficulties
- Have received and understand the timetable and expectations for the period of remote learning • Have accessed and received the appropriate training for setting work and delivering lessons
- Have access to the appropriate and relevant computer based teaching resources outside of school (e.g. Know how to access the school portal and shared drives)
- Use microphone headsets to improve the quality of the audio in the Live Events lessons and ensure that they have the camera facility turned off
- Have access to key resources not available online at home if required (e.g. Text books, paper resources etc.)
- Have access to a suitable device for use at home and if this is not the case, staff should alert the Operations Manager (Louise Wilde)
- Make themselves available during their normal working hours and should communicate with the Deputy Headteacher for Curriculum if further discussion is needed regarding this.

4 Continuity of Education in the event of a school closure or partial closure:

Longdendale High School will make provision for remote learning in two forms:

1. Students will have access to work that allows them to continue with their learning and progress whilst at home through resources and tasks set by their class teachers / subject leaders using Class Charts.
2. Students will have the opportunity for learning through lessons delivered remotely via Microsoft Live Events led by their class teacher or another subject specialist

5 Remote Learning Contexts:

There are a number of occasions which may lead to the implementation of the remote learning policy and these are outlined as follows:

5.1 Students unable to access school due to Covid related reasons whilst school is open to all students (self-isolation, quarantine, medical conditions etc.):

This group of students will be a fluid group, and the composition of the group will be monitored on a daily basis by our attendance officer. Students identified as falling into this category will be recorded centrally so the distribution of learning can be monitored. If a student is unable to attend school linked to Covid-19, our attendance officer will email the teachers of the student to ensure they are aware this is why the student is not attending school, along with the expected return to school date for the student.

Work for these students will be supplied either through prepared online lesson links accessed through our school website or for students who are well enough, in the form of work set on Class Charts by their teachers, including Teams Live Lesson links for teacher explanation sections of lessons.

It is the responsibility of each Curriculum Leader to ensure that the pre-prepared online lesson links / learning resources are inline with the curriculum provision each year group is experiencing in school in order to ensure that gaps in learning are not experienced and progress is not interrupted. Attendance Officers will provide the access password for the work packs to eligible students.

The set work contains links to online resources (e.g. Oak National Academy online lessons) and are not a posted work pack provision. Through parent voice surveys it has been determined which students may have digital / online access difficulties at home, and then these difficulties have been resolved using the support provided by the government. Therefore all students should be able to access these resources. If needed, the school reprographics team will print the resources and post them home. This can be requested through the school office.

Students work will be returned to class teachers when the student returns to school, or can be emailed/ uploaded through Class Charts / posted to school (a stamped addressed envelope can be provided by the school office if requested) if the period of absence is more significant. Students will then be provided with feedback in line with our school feedback policy.

Role of staff:

- **Attendance officers** – monitor attendance of students and alert the REPROGRAPHICS team and the appropriate Assistant Headteacher to the details of any students who fall into this category of students (on a daily basis). Supply access codes for home learning resources as appropriate.
- **Reprographics team** – print work as directed.
- **Curriculum Leaders** – ensure work is of the appropriate quality and quantity, and is in line with curriculum provision for each year group in school.
- **Class teachers** – must monitor the completion of work by students who are in this category and provide feedback to students in line with the school feedback policy. If no work is returned by students then class teachers must contact parents to ensure that learning is accessible for students and is being completed. If students are persistently not engaging in remote learning and parental contact has been made, this should be referred on to the appropriate Head of Year for further follow-up.
- **Head of Years** – must phone students in this category once per fortnight (if it is an extended absence) to speak to the parent and student to determine how the student is progressing, as well as following up any students referred on to them as outlined above by subject teachers.
- **SENDCO** – monitor list of students for SEND students and ensure that appropriate differentiation and support is put in place for SEND students. Teaching Assistants may be required to support with this under the direction of the SENDCO or the Assistant SENDCO.
- **Assistant Headteacher (T&L)** – to quality assure the process and provision, and implement actions as needed.

Role of parents / carers:

- Ensure that school is aware of reasons for absence of students.
- Support students in understanding the provision set through the remote learning section of the website and through Class Charts.
- Contact school if their child is unable to access the remote learning resources.

- Organise a suitable area at home for students to work.
- Ensure that students have the resources they need at home for learning and contact school (Head of Year) if there are any concerns / issues regarding this.
- Ensure that students complete their remote learning each day (students should study the same subjects that are on their school timetable).

Role of students:

- Organise a suitable area at home to work from.
- Ensure that they have the appropriate resources for completing their learning.
- Complete the remote learning each day in line with the school timetable and according to the remote learning resources.
- Return completed work electronically or on return to school to subject teachers.

5.2   Classes not able to attend school due to a positive case of COVID -19:

If, following advice from Public Health England, certain classes are unable to attend school then their work for each day will be set by their class teachers via Class Charts or will be delivered as a live lesson via Teams Live Events (this is dependent on whether the full class is at home self-isolating). Depending on the subject / curriculum content being delivered, a live lesson may be delivered to one class or a larger cohort of students and this will follow the normal timetable as closely as possible. If this is not possible, an amended timetable will be provided to all staff, students and parents/carers.

Role of staff:

- **Curriculum Leaders** - ensure the curriculum being covered through remote learning is in line with the curriculum map and any provision that is still being delivered in school. Ensure the learning is set at an appropriate level with an appropriate level of challenge for all students, and that the quantity of learning matches the curriculum time in school. Coordinate the delivery of live lessons between teachers that are timetabled with a year group at the same time.
- **Class teachers** must ensure that the lessons they are timetabled to deliver are set up as a Live Event, and that the session is set to record so that any students who miss the lesson are able to catch up with the learning.
- **Class teachers** – must monitor the completion of work by students who are in this category and provide feedback to students in line with the school feedback policy. If no work is returned by students then class teachers must contact parents to ensure that learning is accessible for students and is being completed. If the work completed is not in line with expectations, this should be followed up through feedback and RAMP with contact with parents as appropriate.
- **Form Tutors** – must contact home in the first week of remote learning to ensure that the student is able to access their learning and to ensure that engagement is being supported and followed up as required.

Role of parents / carers:

- Contact school (Form Tutor / Head of Year) if there are difficulties accessing the remote learning being set.
- Contact school (subject teacher or Head of Department) if there are concerns with the quality / quantity of remote learning.
- Organise a suitable area at home for students to work.

- Ensure that students have the resources they need at home for learning and contact school (Head of Year) if there are any concerns / issues regarding this.
- Ensure that students complete their remote learning each day (students should study the same subjects that are on their school timetable unless advised otherwise).

Role of students:

- Organise a suitable area at home to work from.
- Ensure that they have the appropriate resources for completing their learning.
- Complete the remote learning each day in line with the school timetable.
- Email teachers completed work as requested / for an extended absence post work back to school in a prepaid envelope that can be requested from the school office.

5.3 Year group unable to attend (emergency school closure or advice from Public Health England):

If there is an emergency school closure, if Public Health England advises that an entire year group must self-isolate away from school or through government advice school has to move to a remote learning situation, then students will be educated remotely with live lessons via Teams Live Events. Students will continue to access all of their subjects in this way. Depending on the subject / curriculum content being delivered, a live lesson may be delivered to one class or a larger cohort of students and this will follow the normal timetable as closely as possible. If this is not possible, an amended timetable will be provided to all staff, students and parents/carers.

Role of staff:

- **Curriculum Leaders** - ensure the curriculum being covered through remote learning is in line with the curriculum map and any delivery that is still able to happen in school. Ensure the learning is an appropriate level of challenge for students and that the quantity of learning matches the curriculum time in school. Coordinate the delivery of live lessons between teachers that are timetabled with a year group at the same time.
- **Class teachers** – Plan and set work and/or deliver lessons via Microsoft Teams Live Events / Class Charts and ensure that it is differentiated to meet the needs of the students.
    - must monitor the completion of work by students who are in this category and provide feedback to students in line with the school feedback policy. If no work is returned by students then class teachers must contact parents to ensure that learning is accessible for students and is being completed.
- **SENDCO** – ensure that appropriate differentiation and support is put in place for SEND students. Teaching Assistants may be required to support with this under the direction of the SENDCO or the Assistant SENDCO.
    - The SENDCO must ensure that all statutory obligations are met in relation to any students with SEND (including EHCPs), and that learning is planned and delivered in such a way that best meets their individual needs.
- **Form Tutors** - must contact home in the first week of remote learning to ensure that the student is able to access their learning and to ensure that engagement is being supported and followed up as appropriate.
    - Conduct form time at 8.30am via Microsoft Teams Live Events. This must include taking the register using the participants record on the Live Event and entering the attendance into SIMs in the usual way. The Form Tutor curriculum should be delivered according to the curriculum plan during this time.

- **Attendance Officer** – Monitor attendance in the usual way and alert parents of any non-attendance as logged on SIMs from tutor time in the usual way and follow-up as appropriate.

Role of parents / carers:

- Contact school (Head of Year) if there are difficulties accessing the remote learning being set.
- Contact school (subject teacher or Head of Department) if there are concerns with the quality / quantity of remote learning.
- Organise a suitable area at home for students to work.
- Ensure that students have the resources they need at home for learning and contact school (Head of Year) if there are any concerns / issues regarding this.
- Ensure that students do complete their remote learning each day (students should study the same subjects that are on their school timetable unless advised otherwise).

Role of students:

- Organise a suitable area at home to work from.
- Ensure that they have the appropriate resources for completing their learning.
- Complete the remote learning each day in line with the school timetable (this includes checking Class Charts for any learning tasks and activities set by their teachers) .
- Return completed work to class teacher as requested via Class Charts / for an extended absence send work back to school in the prepaid envelope that can be requested from the school office.

6   Attendance:

Attendance is compulsory for all students in all year groups, and will continue to be monitored and followed up in the usual way including when students are expected to engage with and participate in remote learning.

When students are in school accessing provision, attendance will be recorded and reported in the usual way using SIMs, and non-attendance will be followed up as normal by the Education Welfare Officer and the Attendance Officer.

When students are at home accessing remote learning, teachers will monitor attendance using the facility on Microsoft Live Events, and non-attendance will be followed up. If students are not engaging with remote learning, and are not completing or returning work set, the teacher will make contact with home to discuss with parents or carers. Any persistent or ongoing concerns will be referred to the Head of Year so that any additional support can be put in place.

7   Feedback and Assessment:

Providing timely and meaningful feedback is a cornerstone of good teaching and learning, and remains a key responsibility of teachers in providing an ongoing education to all students. Under normal circumstances, not all pieces of work are formally assessed or feedback provided on them by teachers, and this would continue to be the case should the school have to move to remote learning.

Teaching staff will still be expected to provide timely and meaningful feedback on work students produce whilst working from home. In line with the whole school and subject specific Feedback Policy, feedback given will inform students of what they have done well and how they can improve, followed by the opportunity to

RAMP. Curriculum leaders will continue to monitor the quality of feedback given for students in school and working from home.

Where individual students are working using the home learning provision on the website, the learning needs to be returned to school when the student returns or sent back into school using a prepaid envelope (requested from school office) for teachers to provide feedback. If students are having learning set through Class Charts or delivered through Teams Live Events, there will be identified completed learning tasks that need to be returned to class teachers via Class Charts. It is the responsibility of class teachers to ensure that work is submitted by students for feedback to be given. In the event of students not completing or returning work, this should be followed up by making contact with parents and carers in the usual way. Any ongoing concerns should be raised with the appropriate Head of Year so that any additional support can be put in place as required.

Teachers should continue to assess learning on an ongoing basis as directed by curriculum leaders and in line with departmental policy and approaches.

The types of feedback teachers can provide may not be in the same format as usual (eg. marking or providing feedback in an exercise book). Teachers are therefore encouraged to ensure that when they set work to be assessed for feedback that this is designed in such a way that meaningful feedback may be provided. Suggested methods for doing this may include:

- Using the 'comments' function on online documents
- Providing whole class feedback in the next Live Events lesson using the whole school feedback slide
- Sending direct written feedback via students' school email accounts

8   Technical Support:

The Network Manager and the ICT Technician will be responsible for:

- Ensuring that staff have appropriate access to devices and software for use at home as required, and providing technical support for staff to support remote learning
- Providing staff and student guides for how to use and access Live Events and Class Charts (in conjunction with the Assistant Headteacher for Teaching and Learning)
- Supporting staff and students with any technical or access issues they may be experiencing
- Ensuring the provision through Microsoft Teams is ongoing and resolving any issues that may arise
- Reviewing the security of remote learning systems and flagging and issues to the appropriate senior leader / safeguarding leader

9   Availability expectations of staff:

- School staff will be available during normal working hours according to their job role (communicate with the Deputy Headteacher for Curriculum or the Headteacher if further discussion is needed)
- If staff are not available for work due to sickness or for any other reason, then normal absence procedures and requests must be followed according to the Managing Attendance Procedure in the policies folder on the shared drive, and in line with the Covid-19 guidance as necessary
- School staff will be expected to be contacted remotely by colleagues, students and parents/carers. School staff are not expected to be responding to telephone calls or emails from colleagues, students or parents / carers outside of their normal working hours, although responses should be made within one working day as normal practice. Part-time staff would only be expected to respond on their normal days of work.

10 Data Protection:

When colleagues are working in school it is imperative that all data protection regulations continue to be observed. Please ensure that you are familiar with the expectations of the relevant data protection policies in force at the school. The personal data of students or colleagues should not be taken home on electronic devices, USB memory sticks or in printed form. The school has invested in remote access facilities to allow colleagues who need to access data away from the school to do so.

If you are accessing school ICT systems including remote access and Microsoft Teams from a personal computer please ensure that you lock the computer screen when it is not in use. In order to prevent unintended access by others in your household, it is good practice to set up an additional user on any personal devices solely for school use.

11 Pastoral Support

During any period of remote learning or school closure, the pastoral support team will continue to provide a high standard of pastoral care.

Parents and students should follow the usual channels of communication for accessing support – starting with their form tutor or pastoral support worker from the Aspire Centre Inclusion Team, followed by Head of Years, Assistant Headteachers and the Deputy Headteacher for Inclusion.

Support for mental health and well-being can also be accessed through contact or referral to the school's Designated Safeguarding Lead, as well as through the information provided on the school's website for external agency support.

12 Safeguarding:

In the event of a school closure (full or partial), staff, students and parents/carers are reminded that the school's child protection and safeguarding policy, and the safer working practice policy still applies to all interactions and working practices between staff, students and families.

Staff should refer to Section 24a of the Safer Working Practice Addendum for further details regarding safeguarding expectations during the period of remote learning.

Any safeguarding concerns or queries should be followed up according to normal whole school protocols (Ensuring that the relevant safeguarding leads are alerted and details logged on CURA).

The school's Designated Safeguarding Lead and the wider safeguarding team will be available for contact in the usual way throughout any period of school closure or remote learning.

Key points which must be followed in relation to remote learning are outlined below:

- Any communication between staff and students or parents/carers must only take place through official school channels and not through personal email addresses, telephone numbers or other online platforms. Staff must only use their school email account for any written communication, and should only respond to students on their school email accounts. Contact through personal email accounts, other third party messaging software or other video conferencing software (such as WhatsApp, Skype etc.) is strictly prohibited.

- Lessons must be delivered only using Microsoft Teams Live Events with the camera facility turned off. Other platforms are not permitted.
- Work should only be set for students using Class Charts. (There may be rare circumstances where work is needed to be set via school email accounts).
- If school staff need to contact parents or carers by telephone from home, they should ensure that personal telephone numbers are withheld (dialing 141 from a landline or enabling number blocking on mobile devices)

See the following Appendices for further guidance from 'National Online Safety' regarding remote learning

Appendix 1: Online Safety Guidance

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10 TOP TIPS
REMOTE LEARNING FOR CHILDREN

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

1) Treat remote learning the same as classroom learning

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

2) Use classroom language

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

3) Take regular screen breaks

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

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

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

5) Only communicate through approved school portals and platforms

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

6) Stick to teacher rules and guidelines around online learning

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

7) Dress in school uniform

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

8) Don't share passwords or other sensitive information

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

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

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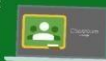
10) Look after your mental health and wellbeing

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

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

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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 feedback 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.

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

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 'Zoombombing' whereby uninvited guests use the screen-sharing feature to broadcast porn or other inappropriate content.

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Some commonly used platforms

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'. Its provides the ability to chat, meet, call and collaborate from anywhere and is popular given it's 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.

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