Rayner Stephens
HIGH SCHOOL

Policy for Remote Learning

Vision:	We collaborate, support and challenge each other in our endeavour to provide a world class education that allows our whole community to flourish.
Rationale:	To equip learners as independent learners. To encourage teachers to be lifelong learners. To enable learners of all abilities to fulfil their potential. To make learning a positive and enjoyable experience.

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Achievement **S**uccess **P**rofessionalism **I**ntegrity **R**espect **E**ndeavour

1. Introduction and Scope

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to learners 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.

Due to the COVID – 19 virus not all learners may be able to fully access learning in school. It is essential that all of our learners receive as close to the same quality of provision as possible and cover the same curriculum content, regardless of whether they are in school with face- to-face teaching or they are being educated remotely. This policy is to ensure the ongoing consistently high quality education during periods of school closure or when learners are unable to access their education in school due to Covid-19. 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.

Remote learning may also be appropriate in other situations when learners, in agreement with the school, have a period of absence but are able to work from home (For example, in the event of an exclusion from school or if a learner has a longer term illness but is able to complete work at home)

There is no obligation for the school to provide continuity of education to learners 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: learners 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 Assistant Headteacher for CPD and Curriculum are responsible for the implementation, review and oversight of Rayner Stephens 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
- Learners within each class have access to the relevant Microsoft Teams
- Learners 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 learners are made aware in advance of the arrangements in place for the continuity of education
- The school completes a regular survey of learners' access to technology at home to tailor support and resources that each individual learner requires.

Senior Leaders at Rayner Stephens 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 learners

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 learners who are at home
- Set the Live Event lesson to record to enable learners 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 (Thirza Partovnia)
- Make themselves available during their normal working hours and should communicate with the Assistant Headteacher responsible for Remote Learning and their line manager if further discussion is needed regarding this.

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

Rayner Stephens High School will make provision for remote learning in three forms:

1. Learners 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 Microsoft Teams Assignments
2. Learners will have the opportunity for learning through lessons delivered remotely via Microsoft Live Events led by their class teacher or another subject specialist
3. Learners without ICT (as identified through ICT audit) will receive a pack of resources created by curriculum leaders that mirrors work being delivered via Microsoft Teams Assignments. Where possible learners without ICT will be classed as vulnerable and in event of tier 2-4 opening will still be able to access their provision face to face in school.

5. Remote Learning in the Context of Covid-19:

In the current context of Covid-19, there are a number of occasions which may lead to the implementation of the remote learning policy and these are outlined as follows:

i. Learners unable to access school due to COVID related reasons whilst school is open to all learners (self-isolation, quarantine, medical conditions etc.):

This group of learners will be a fluid group, and the composition of the group will be monitored on a daily basis by our attendance officers. Learners identified as falling into this category will be recorded centrally so the distribution of learning can be monitored.

Work for these learners will be supplied in the form of a work pack set through Microsoft Teams Assignments (or a posted work pack if learners are unable to access this). Curriculum Leaders must ensure that by the start of each Blue Monday all work (using the correct templates) is saved in the appropriate designated folders on the shared network. It is the responsibility of each Curriculum Leader to ensure that this work is in line 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. An Assistant Headteacher will ensure the appropriate work is set on Microsoft Teams Assignments, and the Admin team will prepare the posted packs as required and distribute them.

Role of staff:

- **Attendance officer** – monitor attendance of learners and alert the relevant Learning Leader and the appropriate Assistant Headteacher to the details of any learners who fall into this category of learners (on a daily basis). Maintain an up to date central record of learners' names and details, print posted learning packs, post out packs to learners in each blue week (and then send out packs as needed on a daily basis) to learners who are added to the list before the next pack is prepared).
- **Curriculum Leaders** – ensure work is of the appropriate quality and quantity, and is in line with curriculum provision for each year group in school. Ensure that work is saved in the relevant folder before the start of each blue Monday. This includes populating the Oak National Academy master template
- **Class teachers** – must monitor the completion of work by learners who are in this category and provide feedback to learners in line with the school feedback policy. If no work is returned by learners then class teachers must contact parents to ensure that learning is accessible for learners and is being completed. If learners are persistently not engaging in remote learning and parental contact has been made, this should be referred on to the appropriate Learning Leader for further follow-up.
- **Learning leaders** – must phone learners in this category once per fortnight to speak to the parent and learner to determine how the learner is progressing as well as following up any learners referred on to them as outlined above by subject teachers.
- **SENDCO** – monitor list of learners for SEND learners and ensure that appropriate differentiation and support is put in place for SEND learners. 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 learners.
- Support learners in understanding the provision set through Microsoft Teams Assignments or the posted learning provision.
- Contact school if the learning provision is not received or if their child is unable to access it.
- Organise a suitable area at home for learners to work.
- Ensure that learners have the resources they need at home for learning and contact school (Learning Leader) if there are any concerns / issues regarding this.
- Ensure that learners complete their remote learning each day (learners should study the same subjects that are on their school timetable).

Role of learners:

- 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 what has been set via Microsoft Teams Assignments or the posted work packs.
- Return completed work electronically via Microsoft Teams Assignments to subject teachers as requested / send work back to school in the prepaid envelope provided (where posted learning packs are used).

ii. 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 delivered as live lessons via Teams Live Events (this is dependent on whether the full class is at home self-isolating), learning tasks needed to participate in the live lesson, or to support learning, will be set by their class teachers via Teams Assignments. Depending on the subject / curriculum content being delivered, a live lesson may be delivered to one class or a larger cohort of learners 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, learners 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 learners, 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 bubble 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 learners who miss the lesson are able to catch up with the learning.
- **Class teachers** – must monitor the completion of work by learners who are in this category and provide feedback to learners in line with the school feedback policy. If no work is returned by learners then class teachers must contact parents to ensure that learning is accessible for learners 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 learner 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 (Learning Leader) 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 learners to work.
- Ensure that learners have the resources they need at home for learning and contact school (Learning Leader) if there are any concerns / issues regarding this.
- Ensure that learners complete their remote learning each day (learners should study the same subjects that are on their school timetable unless advised otherwise).

Role of learners:

- 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 / send work back to school in the prepaid envelope provided.

iii.   Year group unable to attend or Tier two measures are in place

If Public Health England advises that an entire year group bubble must self-isolate away from school or through government advice school has to move to a Tier Two situation, then learners will be educated remotely with live lessons via Teams Live Events. Learners will continue to access all of their subjects except for core PE 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 learners 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, learners 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 learners and that the quantity of learning matches the curriculum time in school.
- **Class teachers** – Plan and set work and/or deliver lessons via Microsoft Teams Live Events / Microsoft Teams Assignments and ensure that it is differentiated to meet the needs of the learners.
    - Must monitor the completion of work by learners who are in this category and provide feedback to learners in line with the school feedback policy. If no work is returned by learners then class teachers must contact parents through the use of PARS/Insight to ensure that learning is accessible for learners and is being completed.
- **SENDCO** – ensure that appropriate differentiation and support is put in place for SEND learners. 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 learners with SEND (including EHCPs), and that learning is planned and delivered in such a way that best meets their individual needs.

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- **Form Tutors** - must contact home in the first week of remote learning to ensure that the learner is able to access their learning and to ensure that engagement is being supported and followed up as appropriate.
  - Conduct form time as usual via Microsoft Teams Live Events. This must include taking the register using the participants record on the Live Event and entering the attendance into PARS in the usual way. The Form Time 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 PARS from tutor time in the usual way and follow-up as appropriate.

Role of parents/carers:

- Contact school (Learning Leader) 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 learners to work.
- Ensure that learners have the resources they need at home for learning and contact school (Learning Leader) if there are any concerns / issues regarding this.
- Ensure that learners do complete their remote learning each day (learners should study the same subjects that are on their school timetable unless advised otherwise).

Role of learners:

- 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 Microsoft Teams Assignments for any learning tasks and activities set by their teachers).
- Return completed work to class teacher as requested via Microsoft Teams Assignments / send work back to school in the prepaid envelope provided (if a posted learning pack is being used).

iv.   Tier 3 or Tier 4 (National Lockdown measures)

If Public Health England advises that the majority of year groups or all year groups are to stay at home, then learners will be educated remotely with a mixture of independent learning activities and live lessons via Teams Live Events. In KS4 where staffing levels permit learners will continue to access all of their subjects except for core PE through live lessons with their usual class teacher. In KS3 there will be a mixture of live lessons and remote learning activities with a minimum of two live lessons a day. Depending on the subject / curriculum content being delivered, a live lesson may be delivered to one class or a larger cohort of learners. In KS3 learners will work to an amended timetable that is provided to all staff, learners and parents/carers.

Role of staff:

- **Curriculum Leaders** - ensure the curriculum being covered through remote learning is in line with the curriculum map. Ensure the learning is an appropriate level of challenge for learners and that the quantity of learning matches the curriculum time in school.
- **Class teachers** – Plan and set work and/or deliver lessons via Microsoft Teams Live Events / Microsoft Teams Assignments and ensure that it is differentiated to meet the needs of the learners. They monitor the completion of work by learners who are in this category and provide feedback to learners in line with the school feedback policy. Class teachers must monitor learner completion of work through the use of PARS to allow families to view learner achievements and engagement

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via Insight and Learning Leaders to monitor engagement and contact families to provide further support where necessary.
- **SENDCO** –Ensure that appropriate differentiation and support is put in place for SEND learners. 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 learners with SEND (including EHCPs), and that learning is planned and delivered in such a way that best meets their individual needs. Unless self-isolating all learners with an EHCP should still be attending school as a vulnerable learner.

- **Form Tutors** – Provide daily form time live lessons to check attendance take register, run through the school day so learners know their timetable this should include explaining of any staff absence has led to live lessons removing to remote. Share rewards and speak to learners that have missing work.

- **Learning Leaders** - Assembly day send the link out to the assembly. Run through the school day include explaining of any staff absence has led to live lessons removing to remote (check the daily bulletin) before starting the assembly. Learning leader downloads names of attendees to register the year group.
  - Runs reports daily and weekly of learner engagement in live lessons and completion of assignments and oversees the process of contacting parents and providing additional support for learners with barriers to engagement with remote learning.

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

Role of parents/carers:

- Contact school (Learning Leader) 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 learners to work.
- Ensure that learners have the resources they need at home for learning and contact school (Learning Leader) if there are any concerns / issues regarding this.
- Ensure that learners do complete their remote learning each day (learners should study the same subjects that are on their school timetable unless advised otherwise).
- Check Insight app to help praise their child for the work that has been completed and support completion of any outstanding assignments

Role of learners:

- 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 Microsoft Teams Assignments for any learning tasks and activities set by their teachers).
- Return completed work to class teacher as requested via Microsoft Teams Assignments / send work back to school in the prepaid envelope provided (if a posted learning pack is being used).

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6. **Attendance:**

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

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

When learners 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 learners 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 Learning Leader 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 learners. 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 learners produce whilst working from home. In line with the whole school and subject specific Feedback Policy, feedback given will inform learners 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 learners in school and working from home.

Where individual learners are working using the posted work pack provision, the learning needs to be sent back into school using the prepaid envelope for teachers to provide feedback. If learners are having learning set through Teams Assignments or delivered through Teams Live Events, there will be completed learning tasks that need to be returned to class teachers via Microsoft Teams Assignments. It is the responsibility of class teachers to ensure that work is submitted by learners for feedback to be given. In the event of learners 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 Learning Leader 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.

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The types of feedback teachers can provide may not be in the same format as usual (e.g. 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 "spotlight" slide
- ❖ Sending direct written feedback via learners' 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 learner guides for how to use and access Live Events and Teams Assignments (in conjunction with the Assistant Headteacher for Teaching and Learning)
- Supporting staff and learners 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 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, learners and parents/carers. School staff are not expected to be responding to telephone calls or emails from colleagues, learners 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 learners 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.

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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 learners 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 Learning Leaders, 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, learners 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, learners 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 learners 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 learners 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 learners using Microsoft Teams Assignments or via the posted learning packs. (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

Microsoft Teams, or simply 'Teams', is a platform that allows for collaborative working, either as students or as professionals, using communication capabilities through audio, video and instant messaging. The software is available both online through a web browser and to download from microsoft.com. Users can have 1:1 online meetings or set up live events to host up to 10,000 people. Groups can be set up to include only relevant users and almost all file-types can be uploaded and shared, from PDFs and Word documents to audio and video files.

AGE RESTRICTION 13+

What parents need to know about
MICROSOFT TEAMS

DISCLOSING PERSONAL DETAILS

Like any messaging service or social network, children can be targeted by others to share their private or personal information ranging from their phone number, birthday and home address to their social media accounts or even their personal login details and passwords. Oversharing their private information can lead to any manner of risks including online fraud, bullying or even grooming activity.

CYBERBULLYING

#BULLY

The risk of cyberbullying can be increased online when using chat facilities. Microsoft Teams provides the ability for users to chat to each other via its instant messaging service, both as part of a group or privately. Children could find themselves the target of negative or hurtful comments directed from other users who might find it easier to say things they maybe otherwise wouldn't in person.

INAPPROPRIATE CHAT

The chance to have private conversations in Teams can also mean that children feel as though they can share messages and communication between each other that are hidden away from others. Whilst children are most likely to use Teams in a school setting, the ability to chat privately may provide an opportunity to be less formal which could lead to sharing inappropriate messages, files or content which is unsuitable in a school environment.

HACKING RISK

Teams, like any software application, may be a target for hackers to illicit personal data. A 'man-in-the-middle attack' could occur, whereby the attacker reroutes communication between two users through the attacker's computer without the knowledge of the other users. This means that online communications could possibly be intercepted and be read or listened to, exposing both parties to the possibility of identity fraud or other criminal behaviour.

VIRUS INFECTION

Viruses and other harmful programs are among the risks of using online platforms like Microsoft Teams. Wherever you can share files or links, there is a risk that the content could be malicious. This could lead to slow computer performance, deletion of data, the theft of private or personal information and even hackers taking control of your PC.

LIVE STREAMING RISKS

Microsoft Teams, like other video-conferencing software platforms, facilitates live streaming. That means it inevitably carries some of the associated risks. These are likely to be minimal within a controlled environment (for instance in a classroom setting / remote learning). However, live streaming means that content isn't always moderated and children may inadvertently view or hear inappropriate, unsuitable or offensive material that they otherwise wouldn't.

National Online Safety #WakeUpWednesday

Safety Tips for Parents & Carers

BLOCK USERS

If your child is receiving inappropriate messages or finds themselves being harassed or abused on Teams, they can block these contacts from the privacy control in the settings menu. To add an extra layer of protection, you can also block contacts whom hide their ID to protect children from communicating with people they don't know.

PROTECT PERSONAL INFO

It's a good idea to talk to your child about the importance of keeping their personal information private and secure. Children should only give out the minimum information they need to when creating an account and understand that if other people request their personal details from them, they should avoid providing it and report any concerns to a trusted adult.

ENABLE BACKGROUND BLUR

To help protect your privacy during a video call or live stream, it may be a good idea to blur the background or even add a background effect. This can easily be done by clicking 'Background effects' before joining a meeting after which you'll have the option to blur your background, replace your background with one of the images provided or upload and use an image of your own.

UPDATE COMPUTER SECURITY

It's important to ensure you perform regular computer and software updates, as these patches often improve security flaws and minimise your vulnerability to cyberattacks. Having your own computer security or anti-malware software is another level of defence in minimising the chances of an attack from viruses, malware and other harmful programs. Ensure this is updated everyday so that it is able to protect you against the very latest threats.

TALK ABOUT RISKS

As a parent, talking to your child and making them aware of the risks of working and communicating online can help them to be more digitally resilient. Perhaps outline a set of agreed do's and don'ts and try to ensure young people know what to do if they are made to feel uncomfortable or experience any negative behaviour or activity.

AVOID VIDEO/AUDIO

It's always a good idea to turn off your audio during live group calls when not in use. This can easily be done by muting the mic and will avoid others hearing anything personal in the background at home or at school. Similarly, if possible, try to encourage children to avoid using video call to help guard against any privacy concerns and limit the risks of viewing anything inappropriate or unsettling.

Meet our expert

Emma Davis is a cyber security expert and former ICT teacher. She delivers cyber awareness training to organisations nationally and has extensive knowledge and experience of managing how children access services and apps online.

SOURCES:
https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software
https://www.microsoft.com
https://www.thinkuknow.co.uk

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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 unchartered 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.
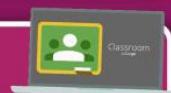
5) Maintain professional dress at all times

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.

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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.
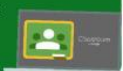
10) Look after your mental health and wellbeing

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.

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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 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.

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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.

National Online Safety
#WakeUpWednesday

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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