



Remote Learning Policy

December 2020

This policy is under constant review so will be amended from time to time as the needs of the children and staff develop over periods of isolation or school closure

Approved by:	[Gareth Denman]	Date: [27 th November 2020]
Last reviewed on:	[New Policy 27 th November 2020]	
Next review due by:	[December 2021]	

Contents

1. Aims and Overview	2
2. Roles and responsibilities	3
3. Who to contact	6
Data protection	6
5. Safeguarding	7
6. Monitoring arrangements	7
7. Links with other policies	7
8. Teacher Guide / Support Resources	8
9. Appendix	9

1. Aims and Overview

1.1 Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are self-isolating.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection and safeguarding.

1.2 Exceptional Circumstances

- Staff at Forest Fields Primary School are fully aware that these are exceptional times and as such, the completion of work is not compulsory. Each family is unique and because of this, should approach home learning in a way which suits their individual needs.
- We have high expectations and will support children and families to ensure that remote learning is accessible and successfully completed.

1.3 When remote learning is appropriate

- If the school goes into a full lockdown, children will need access to remote learning. Key worker children will access school as previously.
- If children have to self-isolate because of a case in their class bubble or when they have been identified as a close contact of someone in school.
- If a child has a Covid-19 positive test result, are at home with mild symptoms of Covid-19 and parents want them to access some learning.
- If a member of a child's household has a positive case of Covid-19 and they must self-isolate with the rest of their household.

1.4 Self-isolation

In line with government guidance, children, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature
- A loss of, or change to, their sense of smell or taste
- Had access to a test and this has returned a positive result for Covid-19

2. Roles and responsibilities

- Headteacher – overall responsibility
- Deputy Headteachers – responsibility for coordinating home learning, directing staff and liaising with parents.
- SENCO – responsibility for overseeing provision for SEN pupils and advising as appropriate
- Phase leaders – responsibility for coordinating home learning in each respective phase, feeding back to Head and Deputy Headteachers.
- All class teachers and teaching assistants – responsibility for planning home learning opportunities, interacting with classes on via class email accounts, monitoring home learning and feeding back any concerns to SLT.
- Other relevant positions include DSLs, I.T. staff, subject leads, governing board, pupils and parents/carers.

2.1 Teachers

Teachers must be available between 8.30am and 4pm. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedures. If it affects the completion of any work required, ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

If a teacher is at school but a child in their class is isolating, they must:

- Provide a paper work pack including an English, maths and topic lesson for each day. This can be posted by the office on the day of the notified isolation. A timetable for the week similar to that taught in school is to be provided with the pack (see example in the appendices).
- Children with high levels of need or those new to English should have differentiated work packs given to them. These could be packs created for children in lower Key Stages where appropriate.
- Children need to be encouraged to read as much as possible while not at school.
- Children should do an exercise/PE task every day.
- Request that one piece of the work be photographed daily and emailed to the class email account. Children that do not submit the requested work must be telephoned and discuss what the barriers may be for them completing work and solutions can then be found.
- Give feedback on the returned work as soon as possible.
- Call the child to check on well-being and progress each week.

If a teacher is isolating with their class, they must:

- Complete all of the above.
- Send a daily email to the class with a timetable of activities for the day. Phase leaders need to be copied in to this email.
- In Key Foundation Stage/Key Stage 1, Oak Academy lesson for the children to complete each day. For maths, upload a WRH premium resources video and worksheet to the class page of the website and ensure that the worksheet is available as part of the paper work pack. In addition to this teachers can set tasks on Numbots and Teach Your Monster to Read. This should be set by 3.30pm ready for the next day.
- In Key Stage 2, set an Oak Academy lesson for the children to complete each day along with a daily video and worksheet for maths from the WRH premium resources. Teachers can also assign tasks on Mathletics, Times Table Rockstars and for the selected children who use Teach Your Monster to Read. This should be set by 3:30pm ready for the next day.
- The children need daily remote teaching so if teachers want to record their own lessons and share these daily, they are free to do so. Also live lessons are a possibility provided that the majority of children are able to access them every day. Until this is possible (with access to technology and the internet - Oak national lessons/WRH (KS1/2) need to be assigned daily.

- Request that one piece of the work be photographed daily and emailed to the class email account.
- Give feedback on the returned work within 24 hours. Children that do not submit the requested work must be telephoned to discuss with parents what the barriers may be for them completing work so that solutions can then be found.
- Call each child to check on well-being and progress each week. Withheld numbers may be used as teachers can use their mobile phones from home. Contact details can be accessed from SIMS or the office. Information must not be shared with a third party in accordance with our Data Protection Policy. Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. Report any safeguarding concerns to the designated safeguard lead.
- Any complaints from parents that are received are to be dealt with professionally by the class teacher and the Headteacher should be BCC'd in the communication. If necessary teachers should contact a member of SLT for advice (see emailing tips and strategies in the appendix)
- Take on the work of a colleague who is unable to work.
- Keep a note of which children are not regularly completing work and the reasons why they are not able to do so after speaking with the parents, and children where appropriate. This can be discussed with phase leaders/SLT appropriate for further support.
- Direct class TA to complete tasks each day.
- Forward any parent complaints to phase leaders in the first instance.
- Complete staff meeting actions as directed.
- Teachers should avoid areas with background noise (e.g. nothing inappropriate in the background) when contacting the parent via phone or video call.
- Assisting pupils and parents with accessing the internet or devices when this is shown to be a barrier to participating in remote learning.
- Contact other staff in the year group and help plan and organise the teaching of lessons for when children return to school.

Attending virtual meetings with staff, parents and pupils:

- Attend all virtual meetings during school time when requested to do so, as well as any phase and staff meetings as would normally be expected. Phase meetings will happen once a week over Microsoft Teams. If the meeting is during school time and staff are not able to attend because of a lack of cover, then the meeting can be recorded and watched later or notes can be fed back by the meeting organiser. If the phase leader is unable to arrange a meeting for any reason e.g. illness, the meeting will be organised and led by another member of the phase.
- Remote teaching and video calls with parents and pupils will be carried out via Microsoft teams once more training and guidance and access to technology has been delivered.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

If a teaching assistant is at school but a child in the class is off, they must:

- Support the teacher with the delivery of remote learning.
- Be able to use the class email account.
- Be willing to give feedback on work returned via email.
- Be able and willing to telephone and email class children.
- Help produce, help photocopy, collate and post work packs.
- Assisting pupils and parents with accessing the internet or devices when this is shown to be a barrier to participating in remote learning.

- Forward any parent complaint to the line manager.
- Report any safeguarding concerns to the designated safeguard lead.
- Complete staff meeting actions as directed.

Attending virtual meetings with staff, parents and pupils:

- Attend all virtual meetings during school time when requested to do so, as well as any phase and staff meetings as would normally be expected. Phase meetings will happen once a week over Microsoft Teams. If the meeting is during school time and staff are not able to attend because of a lack of cover, then the meeting can be recorded and watched later or notes can be fed back by the meeting organiser. If the phase leader is unable to arrange a meeting for any reason e.g. illness, the meeting will be organised and led by another member of the phase.
- Remote teaching and video calls with parents and pupils will be carried out via Microsoft teams once more training and guidance and access to technology has been delivered.

2.3 Phase leads

- Review the work that the class teacher/s provided for the isolating children, checking curriculum alignment and consistency across the year group by monitoring the work packs and daily emails that teachers send to their classes.
- Give feedback to teachers on the work set.
- Support teachers in taking on the work of a colleague that is unable to work.
- Inform SLT of any concerns.
- Ensure all phase workbooks are uploaded to the appropriate page on the school website.

2.4 Subject leads

- Alerting teachers to resources they can use to teach their subject remotely and consider whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Communicating with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

2.4 Senior leaders

- Co-ordinate the remote learning approach across the school – led by a deputy head teacher
- Monitoring the effectiveness of remote learning – Through leasing with teachers, teaching assistants and phase leaders on regular basis during periods of home learning and when on site.
- Speak with parents and pupils through telephone calls/emails with regards to remote teaching and learning and monitoring the class emails and work packs sent to home.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. Sharing appropriate safeguarding information when it comes to light. Dealing with any data breaches and supporting the data protection officer with any information they need to investigate a breach.

2.5 Designated safeguarding lead

- Maintaining contact, collating, passing on information and responding to any concerns.
- See the COVID-19 amendments to the Child Protection Policy.

2.6 IT staff

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.

- Reviewing the security of remote learning systems (including webcams) and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead, phase lead or SENCO
- Issues with behaviour – talk to the relevant head of phase
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Know how they can access the data on SIMS, via the server or by contacting the office.
- Know which devices they should use to access the data.

4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as email addresses, phone numbers and other contact information as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
- However, staff are reminded to collect and/or share as little personal data as possible online and contact the Data Protection Officer for advice if necessary.

4.3 Keeping staff devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Apply appropriate filters are installed to prevent inappropriate use of the internet.

4.4 Keeping remote learning devices secure

I.T. support and the Data Protection Officer, in conjunction with the head and SLT will ensure any devices given to pupils for home learning ensure the following:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Apply appropriate filters are installed to prevent inappropriate use of the internet.

5. Safeguarding

Please see the current Safeguarding and Child Protection Policies for additional information regarding remote learning.

- Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and our IT acceptable use policy.
- Teachers and teaching assistants must uphold all standards of behaviour from existing policies as well as the Teacher /TA Standards. Staff/pupil relationships and communication must always be deemed as professional and social media is not allowed for two-way communications.
- Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures to the DSL. Concerns may also be raised regarding interactions via phone calls, virtual meetings or emails.
- We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

6. Monitoring arrangements

This policy will be reviewed termly by Gareth Denman (Deputy Head). At every review, it will be approved by the head teacher and the full governing board.

7. Links with other policies

This policy is linked to our:

1. Behaviour policy

2. Child protection policy and coronavirus addendum to our child protection policy
3. Data protection policy and privacy notices
4. Home-school agreement
5. ICT and internet acceptable use policy
6. Online safety policy
7. Add any other related policies and procedures that the school has here.

8. Teacher Guide / Support Resources

8.1 Use of class email addresses to communicate with parents

- The purpose of the class email account is solely as a remote learning portal where work can be sent and received in the event of isolation and is therefore not intended as a general school communication for newsletters etc.
- When it comes to sending any messages regarding work or work pack instructions it will require some group messaging to parents. All group messages are sent using the Bcc address bar as this hides all other email addresses from everyone else.
- If there is a mistake, as has already occurred, then a further email should be sent (using Bcc) apologising for the error and ask parents to delete the previous message and the Data Protection Officer should be informed immediately. Complaints should be discussed with the SLT or the head teacher.
- Teachers will email all parents using the Bcc function before 9am each morning with instructions for the day. Teachers must also Bcc SLT and their phase leader in this email but not any subsequent emails unless there is an issue as stated previously.
- Teachers will ask for one piece of work to be sent back to the account every day for themselves and a TA to give feedback on individually over email.
- Email correspondence should have relevant links to supporting websites.
- A template letter for any group messages with disclaimers on the bottom should always be used for group messages. This will be provided by the SLT.

8.2 Use of work packs

- Packs must consist of 10 pages or less and contain daily English, maths and topic lessons which give a range of curriculum subjects, including P.E. activities.
- Each pack should contain a timetable to support the children/parents with time management regarding to the activities (see example in the Appendices).
- Packs should last for one week and teachers should have 2 packs ready at any given time in preparation for the possibility of remote learning.

8.3 Use of Oak National Academy - <https://www.thenational.academy/>

- Children should set one Oak Academy lesson per day.
- It should be a lesson linked to current year group curriculum objectives.
- Children will have been shown how to access and complete lessons in class previously.
- Children can then complete work on paper, photographed and emailed to the teacher, if this is one of the selected activities assigned for feedback.

8.4 Use of Mathletics <https://login.mathletics.com/>

- Children should set up to 5 activities per day, set by 3:30pm ready for the next day.
- All children will have been given a password and username and have been shown how to access and complete tasks.

- A new pupil's password and username should be created and distributed via David Edwards (Maths Lead) and Paul Charley (Deputy Head). It is the teacher's responsibility to inform them of any new children.

8.5 Use of Times Table Rockstars - <https://ttrockstars.com/>

- Teachers should set the times tables that they have been learning in class or the next times table objectives which would have occurred in class, set by 3:30pm ready for the next day.
- Teachers should give the expectations for 20 minutes of use per day.
- All children will have been given a password and username and have been shown how to access and complete tasks. A new pupil's password and username should be created and distributed via David Edwards (Maths Lead) and Paul Charley (Deputy Head). It is the teacher's responsibility to inform them of any new children.

8.6 Use of Numbots - <https://manage.numbots.com/>

- Teachers should set up to 5 activities per day, set by 3:30pm ready for the next day.
- All children will have been given a password and username and have been shown how to access and complete tasks. A new pupil's password and username should be created and distributed via David Edwards (Maths Lead) and Paul Charley (Deputy Head). It is the teacher's responsibility to inform them of any new children.

8.7 Use of Teach Your Monster to Read <https://www.teachyourmonstertoread.com/>

- Children in Key Stage 1 and selected children in Key Stage 2 should be encouraged to complete 20 minutes of Teach Your Monster to Read per day.
- All children will have been given a password and username and have been shown how to access and complete tasks. A new pupil's password and username should be created and distributed via Beth Fawkes (RWI Lead). It is the teacher's responsibility to inform them of any new children.

8.8 Use of school reading books and Home-School Diaries

- At all times, children should have a suitable reading book that they can read in school and home.
- If an extra book can be provided in the classroom prior to isolation, then an extra one should be given.
- Teachers should give expectations about the use of children's Home-School Diaries each day to record their reading and they should be encouraged to read independently or with a member of their household for 20 minutes per day.

9. Appendix

The following examples are provided:

- Timetable cover sheet for work packs
- Virtual meeting consent forms (virtual meetings are currently in development and this is for scouts so not adapted to school yet).
- Top-Tips by National Online Safety for Teachers, Parents and Children (PDF quality versions available on the school server/website)



Year 4

Remote Learning Pack 1



	Reading	Writing	Maths	Topic	Oak Academy	Tick
Monday	Big Ben Gets a Clean	Using Determiners	3x Tables Mastery	Art Draw with Rob	PSHE Keeping Safe (Beautiful Explosions)	
Tuesday	Opening Night	Clauses	4x Tables Mastery	Geography Flags and Countries	PSHE Keeping Safe (Hazards in the home)	
Wednesday	A Busy Morning	Expanding Sentences Using Conjunctions	5x Tables Mastery	PE Joe Wicks	PSHE Keeping Safe (King of the road)	
Thursday	Ahoy Me Hearties	Expanding Sentences Using Adverbs	6x Tables Mastery	Science Living Things Quiz	PSHE Keeping Safe (Fireproof)	
Friday	First News: UK News	Expanding Sentences Using Prepositions	7x Tables Mastery	Mindfulness Colouring Activity	PSHE Keeping Safe (Rules rule)	

Don't forget!

- Log in and have a go at the Mathletics tasks your teacher has set for you.
- Use Times Tables Rockstars for 20 minutes.
- Use your Reading Diary to record your reading, practice some spellings and test yourself on some number and science facts from your diary.



Forest Fields online lessons and meetings consent form

This consent form outlines what we will do, and what we expect you to do to keep your child safe online during lessons and meetings.

All lessons will be conducted through Microsoft Teams using the children's school email accounts.

Some meetings may also make use of Zoom and parents' email accounts.

This is part of the home learning policy that is available on the home learning section of the school's website.

In order to make sure that your child stays safe online, we ask that you support the following:

- Access to Teams is made through the child's school email account only.
- Primary age children do not meet the age requirements to access online platforms independently so will always need an adult to allow access and supervise their activity online.
- Very young pupils, or pupils who need additional support, may need parents to stay in the lesson with them to support specific activities and this will be arranged by the teacher beforehand, otherwise we ask parents to stay off screen/microphone.
- A parent or guardian will remain in the room with pupils during video or conference calls to offer help if needed.
- Children need to follow the school's behaviour policy as they would in a face-to-face lessons and engage with the teacher when necessary.
- Online lessons must take place in a suitable communal environment (not a bedroom) and children or anyone else around must be dressed appropriately. Uniform isn't necessary, but they should be fully dressed in daytime clothing that covers the top and bottom half of the body.
- All members of the household must be aware that the call is taking place and make sure they use appropriate language and behaviour when nearby or in the background. The teacher leading the call will instruct children whether to have cameras and microphones on/off or backgrounds blurred as appropriate.
- Teachers will only conduct lessons during school hours. You will need to make sure your child logs in promptly for the start of the lesson and has logged off correctly and signed out before turning off any devices.
- Teachers will contact you regarding further work through the class emails and this, along with Teams, will be the main ways that work is shared outside of online or face-to-face lessons. Any other aspects of school provision should be discussed separately with the class teacher in the first instance but this should be arranged separately and not during, before or after online lessons/meetings without prior arrangement.

In order to protect your child, we will:

- Have a qualified teacher or teaching assistant delivering lessons who are trained in the schools safeguarding and behaviour policies and adhere to these with regards to conduct, pupil welfare, acceptable use and data protection.
- No member of staff will contact you through an online video or messaging platform without prior arrangement with you through email or telephone (voice) call.
- Adults who carry out online teaching or set work will check that the links are safe and contain appropriate content before sharing with you or your children. They will make sure everything they use is age-appropriate.
- All staff will ensure they are in a communal living space or school office/classroom space that is accessible to anyone throughout the call. No bedrooms will be used. Where necessary they will blur backgrounds or instruct microphones/cameras to be turned off/muted during online lessons/meetings.
- They will alert members of their own household that they are online with children if they are working from home.

General consent: Parent's Responsibility

- I understand that as parent or guardian, I am responsible for supervising the suitability of my child's/children's online access, communication and the 'home' setting (wherever distance learning is taking place outside of school). This includes ensuring children have a quiet, safe space from which to meet (in an appropriate room), are wearing appropriate clothing, and that there are no age-inappropriate or unlicensed background noises visuals or moving images. I understand that only my child(ren) will join the meeting, and that adults and other children will not be permitted to partake without prior agreement by all parties. Parents are encouraged to supervise (but not appear on screen). Each meeting will end at the teacher's discretion.

General consent: Microsoft Teams/Zoom recordings

- I understand that online lessons or meetings will be recorded by class teachers/TAs only and that occasionally, these recordings will be shared in accordance with our current sharing of photos agreement policy and personal data/data protection guidelines.

General consent: School policies

- I understand that classroom teachers will approach Zoom meetings as being an extension of the classroom learning environment. As such, classroom and school expectations, procedures, policies, and rules will be adhered to as normal - by teachers and children alike. Teachers will facilitate and lead all meetings and will follow Forest Fields behaviour policy and classroom rules.

Consent: General Permission

- I give permission for my child(ren) to experience and access learning resources, as deemed suitable and appropriate by the classroom teacher in the normal, recognised classroom learning environment.
- By ticking the boxes, I confirm I have read, understood and agree to the above, and that I confirm my consent to my child(ren) using Teams/Zoom as outlined.

REMOTE EDUCATION 10 TOP TIPS FOR EDUCATORS

Remote education ensures continuous learning outside the classroom. For school staff and teachers, there is a lot to consider and planning is key to ensuring effective and successful delivery. That's why we've created these top tips to help school staff ensure they deliver the most secure and safest remote education experience they can, both for themselves and their students.

1. FAMILIARISE YOURSELF WITH THE RELEVANT POLICIES

Remote education should be an extension of learning at school. Ensure you still adhere to 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 CLEAR REMOTE EDUCATION 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 schools 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 TEACHING

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 education 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 education 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.



REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education 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 education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. 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 AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers 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 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 education, 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 education 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 education 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 they can. Whilst learning from home might seem fun and exciting to start to with, missing out on seeing their friends every day might take its toll.



REMOTE EDUCATION 10 TOP TIPS FOR CHILDREN

Remote education ensures continuous learning outside the classroom. 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 education and to support them in ensuring their experience is as safe and secure as it can be.

1. TREAT REMOTE EDUCATION THE SAME AS CLASSROOM LEARNING

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



2. USE CLASSROOM LANGUAGE

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



3. TAKE REGULAR SCREEN BREAKS

Whilst remote education 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 education, 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 REMOTE EDUCATION

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



7. DRESS IN SCHOOL UNIFORM

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



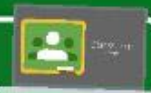
8. DON'T SHARE PASSWORDS OR OTHER SENSITIVE INFORMATION

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



9. DON'T USE SCHOOL PLATFORMS TO DISCUSS PERSONAL MATTERS.

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



10. LOOK AFTER YOUR MENTAL HEALTH AND WELLBEING.

Remote education 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.

