



Remote Learning Policy

Remote Learning Policy

The school is committed to providing continuity of education in the event of a school closure. Learners will engage in a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home (to some extent). This may apply in cases such as exclusion from school, or longer-term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

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 may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's teacher or member of the Senior Leadership Team.

If a significant number of learners are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from teaching teachers, with the ability of learners to ask questions online
- b) The setting of work that learners complete, written responses (if relevant) completed electronically
- c) The assessment of specific assignments that are submitted to teachers electronically. The school recognises that many families may not have home printers and will therefore not require the printing of material.

The primary platforms the school will use to deliver continuity of education is: Microsoft Teams. This platform is accessed via the relevant app or desktop application, or via the following URL:

<https://teams.microsoft.com>

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions

Academic subject areas may be delivered in a 'live' manner (either by text or audio and/or visual means). There is an expectation of teachers to carry out live sessions in most subject areas.

Microsoft Teams are platforms that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with details sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions via the conversation functionality in teams and meet.

Learners will be provided with a school email address to avoid any issues regarding GDPR; there will be no expectation for parents/carers or learners to provide their own email addresses for use.

Remote learning expectations

The school will endeavour to follow any up-to-date guidance and expectations set by the government. This includes when education for children is not optional whilst at home. It is important that during a period of school closure or extended isolation, children are not disadvantaged by missing learning opportunities. Whilst remote learning cannot replicate the learning experiences our students have when they are in the school building, remote learning will be designed a programme to ensure that children will be able to continue to learn and progress with access to the same breadth of curriculum as they would have had, if they were at school.

In order to ensure that children have access to a broad and balanced, high-quality curriculum, they will be expected to attend 3-4 online lessons a day via Microsoft Teams. Attendance for these lessons is mandatory, as will be submitting completed work.

EYFS Remote Learning

We recognise that the youngest children in the school will need more adult support to access the online learning. Therefore, sessions in EYFS will be pre-recorded daily. Parents / carers can then settle their child into the session at a time that is most suitable for them. These will be saved within the children's Microsoft Teams Files and can be accessed at any point throughout the school day.

To continue to develop the key person relationships for the children in Nursery, the teacher and additional adults will record videos daily. In Reception, the class teacher will be recording the sessions. Children will be able to see familiar adults delivering their lessons, which will ensure better progress than just watching material from other sources.

Following the pre-recorded session, children will be set an activity to complete independently to consolidate their learning. These activities will be practical and will encourage children to use resources available within their homes.

Social interactions are vital for pupils at this age and as such a daily 'Meet and Greet' session will be delivered live for all the pupils. This will enable children to interact with their teacher and members of their class. Parents/carers will be able to ask their child's teacher or key person any questions that they have relating to the pre-recorded sessions.

EYFS Remote Learning Expectations	
Meet and Greet	Live 30-minute interactive session.
Phonics	Pre-recorded 10 – 15-minute session followed by an independent activity.
Maths	Pre-recorded 10 – 15-minute session followed by an independent activity.
Literacy / Topic	Pre-recorded 10 – 15-minute session followed by an independent activity.

The timings and expectations of the lessons for KS1 will be as follows:

Morning	
Introduction	This may include a short circle time / welcome session
Maths	Live 20-minute interactive lesson followed by a 30-minute activity to be completed independently.
Reading	Live 20-minute guided reading session. Children will engage in a shared reading activity followed by a 30-minute independent activity.
SPAG / Phonics	Live 15-minute interactive lesson followed by a short activity to be completed independently.
Afternoon	
Introduction	This may include a short circle time / welcome session or exercise time
Topic/Science	Live 20-minute lesson followed by an independent activity to be completed during the afternoon.

The timings and expectations of the lessons for KS2 will be as follows:

Morning	
Introduction	This may include a short circle time / welcome session
Maths	Live 30-minute interactive lesson followed by a 30-minute activity to be completed independently
Reading	Live 30-minute guided reading session followed by a 30-minute independent activity.
SPAG	Live 30-minute lesson followed by a short activity to be completed independently.
Afternoon	
Introduction	This may include a short circle time / welcome session or exercise time
Topic/Science	Live 30-minute lesson followed by an independent activity to be completed during the afternoon.

There are also additional curriculum opportunities provided during the children's week. These include Spanish and Music lessons with specialist teachers. Science opportunities are also provided for children to engage with, in order to maintain learning in this subject area.

Our goal is for children not to be solely reliant on computers, but to engage in learning that also incorporates reading, communicating, authentic learning experiences, while also taking time to be physically active. Whilst we endeavour to support the children's learning during school closures, we feel that a full day of learning remotely is not developmentally appropriate nor logistically feasible.

Remote sessions will end by 2pm with an activity set to complete either independently or with other members of their household. This would also be a suitable time for the children to engage in exercise or learning outdoors. Teachers will provide additional ideas and activities to support this.

If a child does not have access to a device such as a laptop or tablet, and the child meets the criteria outlined in the DFE guidance, school will aim to provide a suitable device in order to continue learning. In the instance that this is not possible, learning packs will be provided for children. These packs will be printed, ready for parents to collect from the school office

Assessment

Providing timely and helpful feedback is an imperative of quality first teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback as well as individual feedback – this is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function on online documents or via MS Teams

Expectations of learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the learner's ability to print at home. Laptops may be provided, on a temporary basis, if a learner is unable to access a device. However, the number of laptops available to be loaned are limited.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device or can choose to work remotely in the school building.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of learners' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event a teacher is unwell during a period of remote learning, pre-set work will be uploaded to the remote classroom to be completed. Cover will be provided for long-term illness.

In order to ensure teachers are able to perform the minimum expectations outlined above, the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- Email using school email addresses only
- Microsoft Teams

Expectations of teaching assistants

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

When assisting with remote learning, teaching assistants are responsible for:

- Supervising key workers / vulnerable children in school to access remote learning being delivered by class teachers.
- supporting children in accessing and completing appropriate remote learning
- supporting the teacher in monitoring remote learning and contacting individual children/parents as directed

- support the teacher in delivering lessons within the classroom and in groupwork beyond the classroom

There may, on occasions, be the need for the TA to attend a virtual meeting with a parent and/or child. This should only be as directed by the class teacher or senior leader and the TA should follow the same rules as teachers where this is the case (see above). Wherever possible, the TA should be working in school to support other TAs and teachers who are still in school.

Expectations for Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers in their subject
- Directing teachers to the resources they can use to teach their subject remotely

Expectations for the SENCo

The SENCo is responsible for ensuring that children with EHCP are able to access home learning as appropriate to their need. They will oversee the remote learning provided by the teachers for individual children and direct 1:1 support TAs on how to support their children learning at home

Support for pupils with SEND

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. The SENCo will maintain contact with pupils on SEN register that requiring regular support, by email or phone with parents/learners. Provisions will be made to ensure that essential interventions, such as speech and language interventions, take place remotely.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, teachers (under the guidance of the Senior Leadership Team) may check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure

In the event of a school closure, the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which all staff must continue to adhere to, whether they are at home, or at school.

Online safeguarding of pupil and staff

It is the expectation that all school policies are adhered to as usual, even when conducting remote learning off site.

Safeguarding procedures, as outlined in the school's safeguarding policy, remain in place if concerns around a child's welfare are identified. The monitoring of internet use by staff and pupils will continue during remote teaching and learning where school email accounts and learning platforms are being used. Messages and chat forms will be consistently monitored by SLT and live lessons will be recorded to protect both staff and students.

The contents of the staff code of conduct still applies. In addition, when staff use video teaching methods, the background in video recordings must be neutral and appropriate. All staff and pupils must be suitably dressed during remote teaching and learning sessions. All remote teaching and learning sessions must take place in normal school hours.

Staff must be vigilant to potential safeguarding issues in remote teaching and learning. These include:

- inappropriate comments or images
- peer-on-peer abuse
- all other safeguarding concerns.

Where staff have a concern about a child, they will continue to follow the process outlined in our full school Safeguarding Policy. Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. This should consist of an e-mail to the safeguarding lead or a telephone call if a matter of urgency. Please see appendix 1 for further information regarding teaching live video streaming.

Data protection

Accessing personal data

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

- Use the school's server or secure cloud service to access their data
- Use only those devices made available to them by the school or their own secure devices, if approved by the school

Staff members may need to collect and/or share personal data such as email addresses, telephone contact numbers as part of the remote learning system. However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes:

- 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

Expectations for Remote Learning

- Learners must not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the learning platform.
- Learners must make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
- Parents will be responsible for their child's behaviour when using the Internet. This includes resources the resources they access and the language they use.
- Learners will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If they accidentally come across any such material, they must report it immediately to a parent and / or a member of staff.
- Learners must ensure that online activity, both in school and outside school, will not cause the school, the staff, pupils or others distress or bring them into disrepute.
- Learners will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
- Learners will respect the privacy and ownership of others' work on-line at all times.
- Learners must understand that these rules are designed to keep children safe and that if they are not followed, school sanctions will be applied and parents/ carers will be contacted.

During video calls with teachers it is really important that learners follow these rules:

- Learners must be dressed appropriately (not in pyjamas).
- Video conference is part of school. Learners must be respectful to staff and other pupils. School rules still apply!
- Learners must not record or take pictures of their teacher or classmates during online sessions.
- Online safeguarding of pupil and staff

Twenty Safeguarding Considerations for Lesson Livestreaming

Just because schools are supporting students remotely and sending work home does NOT mean that you need to livestream lessons. This should only be done where you are equipped to do so safely. But if you are considering it, bear these things in mind:

- 1 Only use school-registered accounts, never personal ones
- 2 Don't use a system that your SLT has not approved
- 3 Will some students be excluded? Do they have internet, a device and a quiet place?
- 4 Do students and staff have a safe and appropriate place with no bedrooms or inappropriate objects/information visible?
- 5 Check the link in an incognito tab to make sure it isn't public for the whole world!
- 6 Has your admin audited the settings first (who can chat? who can start a stream? who can join?)
- 7 What about vulnerable students with SEND and CP needs?
- 8 Don't turn on streaming for students by mistake – joining a stream ≠ starting a stream
- 9 Never start without another member of staff in the 'room' and without other colleagues aware
- 10 Once per week may be enough to start with – don't overdo it and make mistakes.
- 11 Keep a log of everything - what, when, with whom and anything that went wrong
- 12 Do you want chat turned on for pupils? Can they chat when you aren't there?
- 13 Avoid one-to-ones unless pre-approved by SLT
- 14 Remind pupils and staff about the AUP agreements they signed* The rules are the same
- 15 Remind pupils and staff about the safeguarding policy and reporting process – does it work remotely?
- 16 Do you want to record it? Are students secretly recording it? You may not be able to tell.
- 17 How can students ask questions or get help?
- 18 What are the ground rules? When can students speak / how?
- 19 If you don't understand the system, if it won't be safe or reliable, if teaching won't be enhanced, DON'T DO IT.
- 20 Is your DPO happy? GDPR covered? Parental consent needed?



THE DIGISAFE TEAM WILL BE EXPLORING SAFE SETTINGS FOR THE MAIN PLATFORMS CHECK OUR SOCIAL PAGES @LGfLDigiSafe

* Need templates? See safepolicies.lgfl.net



10 TOP TIPS

REMOTE LEARNING FOR TEACHERS

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

1) Familiarise yourself with the relevant policies

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



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.

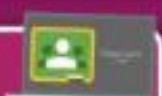
2) Consider your surroundings

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.



4) Only use school approved platforms and communication channels

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



5) Maintain professional dress at all times

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



6) Distribute a class timetable/schedule for remote learning

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



7) Ensure you use the correct/ appropriate technology

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



8) Protect personal data

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



9) Consider the needs of SEND pupils and vulnerable learners

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



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

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

LOL!





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.



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. Over-sharing this private information can lead to any manner of risks including online fraud, bullying or even grooming activity.



CYBERBULLYING

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 harmful comments directed from other users who might find it easier to say things they might otherwise wouldn't in person.

#BULLY



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. Whenever 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, unbecome or offensive material that they otherwise wouldn't.



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 when you 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 essential 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 dos 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.



0203 000 0000
<http://www.nationalonlinesafety.com>
<https://twitter.com/natonsafety>
<https://www.facebook.com/nationalonlinesafety>



10 TOP TIPS

REMOTE LEARNING FOR CHILDREN

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

1) Treat remote learning the same as classroom learning

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



2) Use classroom language

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

LOL!

3) Take regular screen breaks

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



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

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



5) Only communicate through approved school portals and platforms

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



6) Stick to teacher rules and guidelines around online learning

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



7) Dress in school uniform

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



8) Don't share passwords or other sensitive information

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



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

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



10) Look after your mental health and wellbeing

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



10 TOP TIPS

REMOTE LEARNING FOR PARENTS

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

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

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



2) Monitor your child's communication and online activity

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



3) Establish a daily schedule and routine

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



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. 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 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.



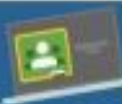
6) Implement safety controls and privacy restrictions on apps and software

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.

