

**Pupil Premium
Awards 2013
National Winner**



Remote Learning Policy

Review Date: October 2020

Next Review Date: October 2021

**This policy was reviewed and ratified at the full governing body meeting on
9th November 2020**

Ethos Statement

Pakeman School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

This policy sets clear processes and expectations for staff and families during the national Covid-19 epidemic. This policy will be continuously reviewed and may change at any time in response to DfE and LBI policy and guidance.

PART I - CONTEXT AND PRINCIPLES

Context:

During the ongoing coronavirus pandemic there are two circumstances in which pupils may miss a significant period of learning in school:

1. If self-isolating because they or a family member have symptoms and have not yet been tested or have tested positive. In this context, the majority of the pupil's classmates will still be attending school and school staff will be working full-time in school. The period of schooling the pupil misses may not be predictable and may be very short-term, depending on the efficacy of testing. This circumstance is covered in Part II of this policy.
2. If a 'bubble / phase' closes because a member of it tests positive. In this case, all children in a class will be at home self-isolating for a period of 14 days and their teachers and support staff will also be at home, available to provide remote learning during the working day. This circumstance is covered in Part III of this policy.

This policy sets out the expectations and processes for how the school will continue to educate and provide pastoral support to pupils who are either self-isolating individually or as part of a bubble/phase closure.

This policy should be read in conjunction with our [Policy on Responding to Cases of Coronavirus](#).

Practicalities:

The options available to staff and pupils to enable remote learning are as follows:

Strategy	Benefits	Shortfalls
Online learning e.g. Class Dojo	Enables face-to-face contact between pupils and teachers. Facilitates ongoing interaction and feedback between pupils and teachers.	Not all pupils have reliable access to the internet. Excessive screen-time use has negative impacts on health and wellbeing.
Paper learning packs	Accessible to all pupils.	Require distribution or collection from school. Do not facilitate feedback.
Phone calls	Enable direct communication between teachers, pupils and parents. Accessible to all families.	Time consuming for staff.

Principles:

Given the benefits and shortfalls of each strategy above, our approach to remote learning incorporates them all, in a blended model. Our aim will be to replicate best practice in the classroom, involving:

- Daily whole-class teaching
- Individual, paper-based pupil work
- Facility for ongoing feedback and support to individual pupils
- Facility to communicate with and work in partnership with parents

Online Health and Safety:

Remote learning and increased time at home will mean an increase in screen time for many pupils. We encourage parents to follow the '[digital 5 a day](#)' framework which provides practical steps to support a healthy and balanced digital diet.

Our 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are engaged in school work on computers at home.

PART II - INDIVIDUAL SELF ISOLATION

Initial process:

If a pupil or household member develops symptoms of Covid-19, they will either:

- A. Not come to school. We will find out they are self-isolating because a parent calls us or we call them.
- B. Develop symptoms in school and be sent home.

In both circumstances, they will be recorded on the school's Covid-19 Risk and Incident Log.

Office staff will record the children who are currently self-isolating. This includes the following:

- The child's name
- The child's teacher and class
- The date self-isolation begins and whether it needs to last for 10 or 14 days (the sheet will automatically calculate the return date).
- Whether the child has FSM status.
- Any important notes.

The office staff will also identify any siblings in school, ensure they go into self-isolation as well and that they are recorded on the log. If pupils on the log are siblings, this will be noted on the log.

Each day office staff are required to check for absences. If they see that new pupils from a class have gone into self-isolation because they have symptoms, they should:

- Call the family and hold the following conversation:
 - How are family? Any help needed (if yes, inform DH & Inclusion Lead).
 - Have they managed to book a test? Any help needed (if yes, inform Attendance Lead who will update the incident log)
 - If they are FSM, do they want us to organise a food hamper (if yes, inform the DH).
 - How do they want work sent? If they want to come into school to collect a work pack a date and time should be agreed.
 - Are there siblings (if yes, let other teachers know how work is to be sent).
- Office staff must communicate these details to class teachers as soon as possible.

Once office staff have made this call, they should tick the 'Follow up Call' box on the log, including for any siblings as well as the child in their class. There is space for staff to make key notes on the log.

Providing Work:

The school will provide pupils who are individually self-isolating with a paper work pack. Phase Teams of teachers can create these packs in the following ways:

1. Utilise the work on [Islington's home learning website](#), created for [August 2020](#) (and not previously used by the schools).
2. Utilise the work packs created by the schools during lockdown, if pupils have not already had these and they are appropriate in terms of challenge and curriculum content.

3. Create new workpacks. These could be created on a termly or half-termly basis, and sent home as homework if not used.

Teachers are encouraged to have a number of these packs printed, ready to hand out, should a child go into individual self-isolation. Work can be distributed in the following ways:

- If the child is at school when they go into self-isolation, they can be handed a pack as they leave.
- If the child is at home when they go into self-isolation, the teacher calling them should offer to either email the work or provide a printed pack for a parent to collect from school. The teacher is responsible for:
 - Emailing a pack to the parent, or
 - Agreeing a time with the parent to collect a hard copy, communicating this to the school office and giving a pack to the office for collection.

Ongoing Support and Communication:

In cases of individual self-isolation, it is not known how long the child will be away from school (except in the rare event that a member of the household has tested positive). Moreover, the capacity of teaching staff to offer ongoing feedback and support is limited by the fact that they have full-time work to do in school. School staff will do the following:

- If the family is entitled to a food hamper and wants one, the school office will organise this and agree a collection date and time with the family.
- If there are welfare and / or safeguarding concerns around the child or family, the school's inclusion team will maintain an appropriate level of contact and broker support as needed.
- Parents and pupils will be encouraged to contact the school if they have any questions or support needs.

PART III – BUBBLE/PHASE CLOSURE

Initial process:

We will close a bubble / phase if a member of that bubble/phase tests positive for coronavirus and had contact with the bubble/phase 48 hours prior to developing symptoms. Our [Policy on Responding to Cases of Coronavirus](#) outlines this process in detail and contains two model letters, which will need to be sent to parents as soon as the decision to close a bubble/phase has been made. One is for parents of children in the bubble/phase. One is for all other parents.

Defining a bubble/phase: It is very clear which bubble/phase all pupils are in. However, staff in school work across bubbles/phases. If the school decides to close a bubble/phase, this will include:

- Staff who work directly with the bubble/phase in class (e.g. class teachers and bubble-based support staff)
- Staff who have been identified as at high-risk from coronavirus in our individual employee risk assessment process.

The decision to close a bubble/phase could be made in two circumstances:

- A. Staff and pupils are in school.
- B. Pupils and some staff are not in school.

A - Staff and pupils are in school:

- SLT will inform staff of the intention to close the bubble/phase.
- SLT will review the model letters in our [Policy on Responding to Cases of Coronavirus](#), to ensure they are suitable for the specific circumstance, and then send these to the appropriate parents.
- Teachers will explain to their classes what has happened. They will be reassuring and clear. They will explain to pupils what they can expect over the next two weeks.
- SLT and office staff will call parents and ask them to collect their children (*siblings in other bubbles/phases do not need to self-isolate*).
- SLT, office staff and bubble/phase teaching staff will manage the process of child collection. Pupils will be brought out to parents in the school playgrounds.
- Teachers will ensure pupils go home with a pack of work (see below). Spare packs will be given to the school office.
- Bubble/phase staff will leave the building once all children have been collected. They will ensure they have access to a laptop or chromebook for use at home.
- The office will use attendance records to contact any parents whose children were absent from school, explain the situation and ask how parents want to receive their work pack. This could be emailed to parents or a time arranged for them to come into school to collect it.

B - Staff and pupils are not in school:

- SLT will inform staff of the intention to close the bubble/phase.
- SLT will review the model letters in our [Policy on Responding to Cases of Coronavirus](#), to ensure they are suitable for the specific circumstance, and then send these to the appropriate parents.

- Bubble/phase teachers will send a Teachers2parents (text) to parents to explain the situation, with the work pack attached. ([see below](#)). *Note, siblings in other bubbles/phases do not need to self-isolate and should come to school.*
- Bubble/phase staff will ensure they have access to a laptop or chromebook for use at home. If necessary they will come into school to collect one.

Providing Work:

The school will provide pupils who are individually self-isolating with a paper work pack, designed to last 10 school days. Phase Teams of teachers can create these packs in the following ways:

1. Utilise the work on [Islington's home learning website](#), created for [Autumn 2020](#).
2. Create new workpacks. These could be created on a termly or half-termly basis, and sent home as homework if not used.
3. Ensure children with SEND or other needs have a bespoke work pack, if they will not be able to access the work packs sent to the majority of pupils.

These packs should have a front page with our expectations of remote learning clearly stated. Teachers should have a class set of these packs printed and ready to distribute if their bubble/phase goes into lockdown.

Online Learning:

During a period of bubble/phase self-isolation, teachers working from home will be expected to:

- Set up a daily registration and learning event, online, with their whole class. They should do this using Class Dojo. Teachers are free to choose a time of day that suits them for this session, but should try to keep it consistent across the two weeks of self-isolation. Teachers can use Teachers2parents to communicate to the class when the online event will take place and how pupils can log on to it. Teachers should use the online event to ask about and give feedback on the previous day's learning and ensure pupils are prepared for the next day's learning.
- Use Class Dojo to provide ongoing feedback and support to individual pupils as they complete their work packs. Each Phase Team of teachers is free to decide how they wish to do this.

Teachers should train pupils in the use of Class Dojo as soon as possible and prior to a bubble/phase closure if manageable. Online learning will be far more effective if pupils know what to expect when they enter a period of self-isolation.

Extra-Support:

Before a bubble/phase closes, Phase Team teachers should assign a small number of key pupils to bubble/phase support staff. This is so that these pupils can receive extra, bespoke support during self-isolation. Support staff will be responsible for:

- Helping teachers create bespoke work packs for their assigned pupils, if necessary.
- Contacting their assigned pupils on a daily basis and providing them with help to complete their work. This could be done via phone or, if possible for the pupil and member of staff, Class Dojo.
- Contacting the class teacher and / or school inclusion team around any learning or welfare issues the pupil and family need support with.

Ongoing Support and Communication:

As well as daily communication through Class Dojo, the school will do the following:

- Teachers will call families once a week to check in on their wellbeing. They will prioritise pupils who have not taken part in the online daily registration and learning event.
- Office staff will call all families in the bubble/phase entitled to free school meals. They will ask if they want a food hamper and if they do arrange this and arrange a time for families to collect it from school.
- The inclusion team will assess whether increased welfare contact is required for any pupil or family in self-isolation. They will maintain an appropriate level of contact and broker support as needed. Weekly pastoral care meetings will be used to discuss and review needs.

Exceptional Circumstances:

In the event that a bubble/phase teacher is unwell or has other reasonable limitations on their capacity to work from home, school staff and / or other members of bubble/phase staff will run the daily online registration and learning event for that teacher's class. The school will also ensure that pupils who do not attend the online event receive a phone call.

The capacity of school staff to use Class Dojo to provide ongoing feedback and support to pupils may be limited. The school commits to doing all it can to provide for the learning needs of its pupils. In these circumstances we will prioritise pupil welfare and safeguarding.

Support for Staff who are Self-Isolating:

The schools recognise that a period of self-isolation can have negative impact on the wellbeing of staff as well as pupils. The capacity of staff to support pupils and families is dependent on their own wellbeing. If a bubble/phase is sent home, members of the school's SLT will call all staff who are self-isolating on a daily basis initially - and at appropriate intervals after that - to check on their wellbeing and provide support if needed. All staff are encouraged to use the school's Wimi groups to maintain contact and offer support to each other.

PART IV – ROLES AND RESPONSIBILITIES

Expectations of Teachers:

When providing remote learning, teachers must be available between 9am and 3pm.

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.

When providing remote learning, teachers are responsible for:

⇒ **Setting work:**

- For own class and other classes in the event of staff sickness
- Providing a daily registration and explanation session on Zoom with their whole class (at split times to support access)
- Providing a broad and balanced curriculum which includes:
 - Daily reading / writing tasks
 - Daily phonics (KS1)
 - Daily maths tasks
 - Daily topic / science / creative task
 - Regular mindfulness
 - Regular physical activities
- Work will be set before 9:00am each day
- Work will be uploaded on Class Dojo – children will be provided with training on how to use the platform prior to any closure
- A text explanation will be included underneath tasks – which can be translated using the translate feature in Class Dojo
- Teams will work together to plan learning in PPA time each week to ensure consistency.
- During weekly phone calls, staff will check which children are having difficulty with devices / internet access and support will be provided.

⇒ **Providing feedback on work:**

- Children will upload completed work on Class Dojo
- Each day, teachers will comment on submitted work
- Good examples of work will be shared in the class story section, which allows other children to see it.

- Award points for completed work, work of high quality and for demonstrating positive learning behaviours

⇒ **Keeping in touch with pupils who aren't in school and their parents:**

- Every family will get a weekly pastoral care phone call to check on wellbeing and needs
- If parents need to contact school (outside of these phone calls) they should use phone or email. Class Dojo will also be used for communication during any school closure. Staff will respond to these messages within working hours.
- Support staff to report back from weekly phone calls using script and grid to avoid over communication or communication at inappropriate times.
- Teachers will follow up on any children who are not engaging with learning to provide support, encouragement and further instruction
- Complaints / concerns will be dealt with in the usual way according to the school complaints policy.
- Any safeguarding concerns will be dealt with in the usual way and will be reported to the DSL and written up using CPOMs
- Any behavioural issues will be followed up with a phone call to parents by the class teacher or a member of the SLT if necessary

⇒ **Attending virtual meetings with staff, parents and pupils:**

- Staff will follow the school code of conduct, which includes the wearing of appropriate clothing at all times.
- Virtual meetings will take place in suitable locations –e.g. avoiding areas with background noise and ensuring backgrounds are appropriate
- Staff will open meetings 5 minutes before the start time so that they can be sure links are working and that the session is well prepared.

NOTE ON KEY WORKER PROVISION:

- When key worker provision is running in school alongside remote learning, some staff members will need to be in school.
- In this case, the setting of work, provision of feedback and responsibility for contacting families will be taken on by the team of staff with responsibility for remote learning.

NOTE ON SPECIALIST TEACHING:

- Specialist teachers will plan pre-recorded sessions for each phase once per week.

- Feedback will be provided around engagement and learning in line with expectations of teachers

Expectations of Teaching Assistants:

When assisting with remote learning, teaching assistants must be available between 9am and 3pm.

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. s

Teaching assistants are responsible for:

- Supporting targeted pupils who aren't in school with learning remotely
- Commenting on work that has been uploaded on Class Dojo
- Contacting families from their class to check in and to provide support
- Attending live sessions to support class teacher and being aware of learning being set for that day
- Following up on children who are not engaging on Class Dojo
- Completing online training sessions
- Supporting with deliveries of home learning packs / hampers
- Providing online clubs
- Preparing resources for groups
- Being available for administrative tasks
- Completing tasks as directed by class teacher, team leaders and SLT

NOTE ON KEY WORKER PROVISION:

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- Staff will follow the school code of conduct, which includes the wearing of appropriate clothing at all times.
- Virtual meetings will take place in suitable locations –e.g. avoiding areas with background noise and ensuring backgrounds are appropriate

- Staff will open meetings 5 minutes before the start time so that they can be sure links are working and that the session is well prepared.

Expectations of Subject Leads:

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring adequate coverage of their subject
- Supporting staff in choosing the best teaching strategies for remote learning
- Working 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 and feeding back to the Senior leadership team and to governors
- Gathering evidence of high-quality work and building a portfolio of excellence
- Providing support and training for staff through regular meetings with teams and teaching staff
- Alerting teachers to resources they can use to teach their subject remotely

Expectations of Senior Leaders:

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –through regular meetings with SLT, teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of the remote learning systems, including data protection and safeguarding

Expectations of Designated Safeguarding Lead:

The DSL is responsible for:

- Identifying the most vulnerable children in school
- Weekly check-ins with vulnerable families (or more frequent if necessary)
- Updating, following up on and managing safeguarding incidents
- Liaising with children’s social workers, Families First and other agencies
- Attending online CP, CIN and TAC meetings

Expectations of IT Technician:

Our IT technician is responsible for:

- 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 and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

Expectations of Pupils and Parents:

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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
- To follow online safety rules

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
- Be respectful when making any complaints or concerns known to staff
- To ensure children follow online safety rules
- To provide positive feedback for their child by commenting on, or liking, their work

Expectations of Governors:

The governing body is responsible for:

- 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

PART V - CONTACTS

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

- Issues in setting work – talk to your team leaders, the relevant subject lead or a member of the SLT
- Issues with behaviour – talk to your team leader or a member of the SLT
- Issues with IT – talk to Anna, Rob and / or log a concern via Wimi
- Issues with their own workload or wellbeing – talk to your line manager or a member of the SLT
- Concerns about data protection – talk to Gill (or Mazidur in the Local authority)
- Concerns about safeguarding – talk to the DSL – Tracey or the DH or HT

PART VI – DATA PROTECTION AND GDPR

Data protection

4.1 Accessing personal data

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

- Access SIMs or CPOMs should contact details be required for any of the pupils or speak to a member of the school admin team

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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.

4.3 Keeping 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)
- Making sure the device locks if left inactive for a period of time
- Logging on to secure school systems to retrieve planning and or school data through Freedom2Roam.

Safeguarding

All staff must read our Covid - 19 safeguarding amendments.

Monitoring arrangements

This policy will be reviewed at the end of each term by a member of SLT and in the event of a school closure. At every review, it will be approved by the chair of governors.

APPENDIX I

Implementing this remote learning policy has training implications for staff and pupils around the use of online learning platforms. This appendix is to be used to plan staff and pupil training needs.

Staff Training / Tasks

- New staff to be supported with navigating their way around Class Dojo, with uploading tasks, and sharing work as well as around expectations with regard to providing feedback. (Team Leader / DH)
- General meeting to inform staff of new policy and their roles within in. (DH)
- Ensure all children have logins to Class Dojo, Mathletics and Purple Mash (RG)
- Class teachers to set work on Mathletics and Purple Mash matched to children's needs. (Class teachers)
- Teams to prepare paper packs for children who are self-isolating (Team Leaders)
- Teams to put together expectation sheet to be sent home with all paper work-packs (Team Leaders)
- Identify children with no internet access and / or devices (RG)
- Develop loan agreement and prepare equipment to go home on loan (AF)
- Ensure all staff and parents are aware of Acceptable Use Policy for all – (RG)

Pupil Training

- Class teachers to ensure that all children have logged in and handed in homework (Class teachers)
- Deliver in-class sessions using Class Dojo – setting homework – to ensure children can access Class Dojo, are confident in navigating their way around, know how to upload work, know what the point system is used for and understand how work will be set in the event of another closure. (Class teachers)
- Deliver in-class sessions on Mathletics and Purple Mash–to ensure children can access them, are confident in using them. (Class teachers)

APPENDIX 2

10 TOP TIPS

REMOTE LEARNING FOR CHILDREN

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

1) Treat remote learning the same as classroom learning

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



2) Use classroom language

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



3) Take regular screen breaks

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



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

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



5) Only communicate through approved school portals and platforms

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



6) Stick to teacher rules and guidelines around online learning

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



7) Dress in school uniform

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



8) Don't share passwords or other sensitive information

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



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

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



10) Look after your mental health and wellbeing

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



10 TOP TIPS

REMOTE LEARNING FOR PARENTS

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

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

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



2) Monitor your child's communication and online activity

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



3) Establish a daily schedule and routine

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



4) Encourage screen breaks away from devices

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



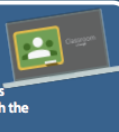
6) Implement safety controls and privacy restrictions on apps and software

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.



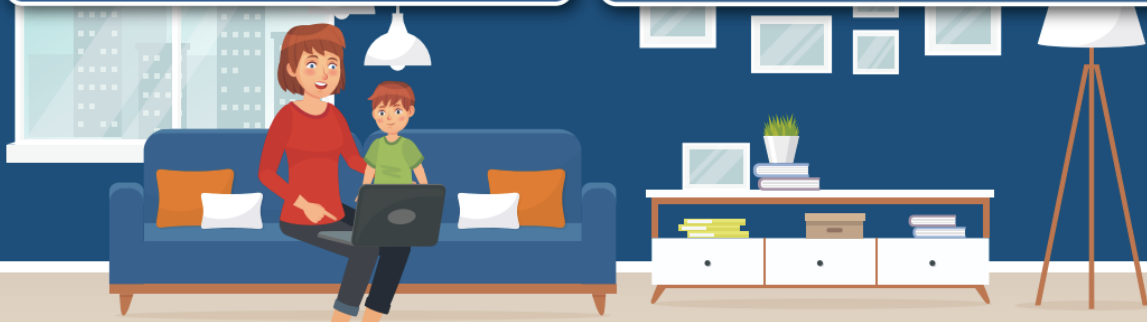
9) Maintain feedback with teachers

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.



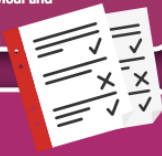
10 TOP TIPS

REMOTE LEARNING FOR TEACHERS

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

1) Familiarise yourself with the relevant policies

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



2) Consider your surroundings

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

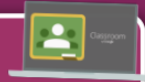


3) Create and disseminate a clear distance learning policy and guidance

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

4) Only use school approved platforms and communication channels

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



5) Maintain professional dress at all times

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



6) Distribute a class timetable/schedule for remote learning

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



7) Ensure you use the correct/ appropriate technology

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



8) Protect personal data

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



9) Consider the needs of SEND pupils and vulnerable learners

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



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

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

LOL!

