



Hurstmere School

Remote Learning Policy

Responsible:
Mrs L Davis

Ratified by Governors:
Teaching and Learning Committee

REVIEW HISTORY

REVIEWED	RATIFICATION	CYCLE	REVIEW	NOTES
		1	February 2022	New Policy

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1. Rationale

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. The obligation of providing remote learning is triggered when a pupil's "travel to or presence at the school" is contrary to any Covid guidance published by Public Health England or the Secretary of State, i.e. "where a class, group of pupils, or individual pupil need to self-isolate, or there are local or national restrictions requiring pupils to remain at 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, at least 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 sons from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

2. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection.

3. Preparing for Remote Learning

The school will be proactive in ensuring that:

- Staff have access to Microsoft Teams (MS Teams) for all their classes, and that these are set up correctly
- Pupils within classes have access to the relevant MS Team
- Pupils will receive Teams sessions (and specific Teams Meetings instruction) in their Computing lessons and during form time for KS4 pupils who have not opted for Computing
- Staff are familiar with the main functions of MS Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classroom or from home
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.

4. Roles and responsibilities

4.1 Teachers

Teachers should ensure they have effective internet connectivity at home. If this is not available for any reason, teachers can request a school device.

When providing remote learning, teachers must be available between 8.15am – 3.00pm.

If they are 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:

- Delivering and setting work from home
 - The 4-week timetable will be followed and teachers will need to provide work for all their classes. In agreement with the Head of Department, teachers may also need to deliver and set work for other classes. Pre-recorded lessons allow the teacher to explain key ideas and methods, model work etc. and are a great way of engaging pupils. Such recordings can also be paused where necessary and watched, or repeated, at a time that suits the pupil and their family.
 - Not all lessons will need to be full-length lessons as in school. An explanatory section with significant guidance from the teacher to enable progress (with follow-up work) might be more effective at times, with a recap in the next lesson. Teachers will need to be mindful that some pupils and families will not have internet access or will be sharing devices, therefore should be providing a variety of tasks.
 - Departments may also arrange for teachers to deliver content in a 'live' manner (either by audio and/or visual means). Delivery of live-streaming lessons must be handled carefully to safeguard teachers and pupils, and the Safeguarding Policy must be adhered to closely. Teachers may find that a safer way of delivering live lessons is not to appear in person on

the screen, but to deliver the lesson in the form of a narrated presentation. This method allows the teacher more privacy. Pupils' cameras are default to 'off' on MS Teams to avoid invasion of privacy.

- Tasks set (including differentiated tasks and opportunities for extension) will be in accordance with existing schemes of work and will be designed to allow pupils to progress through the scheme of work at the same pace as if they were in school, where possible. Naturally, remote learning will require pupils and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure pupils do not fall behind. The nature of tasks set should allow pupils to learn independently, without the specific support of an adult at home. Teachers should set bite-sized chunks of work, which are more likely to be completed; we cannot expect pupils or parents to replicate the classroom at home.
- Work for classes needs to be uploaded on MS Teams by 3pm the day before.
- Subject teachers to monitor the engagement of pupils with the work set and to refer any concerns/patterns of disengagement to their Head of Department.
- Heads of Department will co-ordinate with teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

➤ Delivering lessons in school and providing work for self-isolating pupils

- Teachers are expected to check their class registers daily and note the pupils who are self-isolating, marked with 'X'.
- Teachers are expected to upload on MS Teams/SharePoint their class presentations alongside tasks they have given to the class for pupils who are self-isolating by the end of the day.
- Blended learning does not have to mean the class teacher presenting and developing original materials. Teachers are encouraged to use materials, for example, from the BBC and Clickview. Government advice points to materials from the 'British Educational Suppliers Association' (BESA) as well as to the 'Oak National Academy'.

➤ Providing feedback on work

- Providing timely and helpful feedback is a cornerstone of good teaching and learning. Whilst this may be more challenging with remote learning, teachers will be expected to provide regular feedback to pupils 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.
- Assessed work will be set via MS Teams, with clear due dates given to pupils for completion, thereby helping the pupils to organise their time.
- Teachers will access completed work from pupils via MS Teams and are expected to share feedback on assessed work within the week.
- ⊖ 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, via the following methods:

- Using the “Comments” function on online documents on Microsoft
- Sending a direct message on MS Teams to pupils with specific feedback and targets
- Recording oral feedback and sharing an audio file with the pupil via MS Teams
- Feedback via another website (e.g. Hegarty Maths, Seneca Learning, Educake)
- Providing whole class feedback rather than feedback on individual pieces of work- this can be an effective way of providing feedback, supported by findings from educational research.
- Recording of written feedback given on a pupil’s work (with pupil’s consent) or developing a model answer via a visualiser/video recording.

➤ Keeping in touch with pupils who are not in school and their parents

- Subject teachers are expected to make regular contact via email and/or phone calls via MS Teams.
- Teachers are expected to respond to emails from parents and pupils within 48 hours of receipt and within reasonable hours/working hours.
- Teachers should handle any complaints or concerns shared by parents and pupils in the first instance. For any safeguarding concerns, teachers must log such concerns on ‘My Concern’ as per the Safeguarding Policy; for any immediate concerns, teachers must contact the DSL directly. For further support in handling complaints or concerns, teachers should refer to the section “Who to contact”.
- Behavioural issues should be handled by the teacher in the first instance and for further support, should refer to the section “Who to contact”.

➤ Attending virtual meetings with staff, parents and pupils

- Dress code must be professional
- Locations must be appropriate to the professional setting (e.g. avoiding areas with background noise, ensuring nothing inappropriate can be viewed in the background)
- If teachers will also be working in school, remote learning will still need to be provided for pupils self-isolating at home. The minimum requirement will be for the teacher to upload the lesson material on SharePoint for pupils to access, alongside tasks that they have given to the class. The material from the Oak National Academy is highly recommended.
- 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. Teachers should ensure they have looked through specific instructions, watched walk-throughs, attended training sessions and workshops. If teachers require support with any aspects of remote learning, they are encouraged to consult with their Head of Department and/or IT Team. The CPD section on Sharepoint is a useful resource.

4.2 Teaching assistants

When assisting with remote learning, teaching assistants (TAs) must be available between 8.30am – 3.00pm. If they are 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils (who are not in school) with remote learning via MS Teams
 - The SENCo will determine which pupils will be supported directly by the TAs.
 - The SENCo will liaise directly with the Head of Department and class teachers to determine the best way to provide support for the pupils.
 - The SENCo should ensure that where videos are included in online work, pupils with a hearing impairment will benefit from having captions available.

- Attending virtual meetings
 - Dress code must be professional
 - Locations must be appropriate to the professional setting (e.g. avoiding areas with background noise, ensuring nothing inappropriate can be viewed in the background)
 - If teaching assistants will also be working in school, the SENCo will co-ordinate the work of the TAs.

4.3 Heads of Department (including the SENCo)

Alongside their teaching and learning responsibilities, Heads of Department and the SENCO 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 delivered and set is appropriate and consistent
- Working with other subject leads, senior leaders and the Remote Learning Lead to make sure work delivered and set remotely across all subjects is appropriate and consistent, and that deadlines are being set an appropriate time-frame from each other
- Monitoring the remote work set by teachers in their subject, e.g. through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Monitoring the engagement of pupils with the work set and to refer any concerns/patterns of disengagement to the relevant Head of Year.

4.4 Heads of Year

We recognise that pupils respond in different ways to this new working arrangement or remote learning. Whilst many will take to it very smoothly, there will be those who find independent work difficult and challenging, therefore requiring more support.

Our Pastoral Team will continue supporting pupils during remote learning, co-ordinated by the Head of Year, via MS Teams and phone calls. Form Tutors to make contact to 'check-in' with members of their form if they are isolating, and to do this at least once per week during a full lockdown.

We have high expectations, but are also realistic about the challenges remote learning will present. Our tips and FAQs below (can also be found on the website) are designed to help all families during these trying times.

4.4.1 Tips for Parents and Pupils

- **Establish routines and expectations:** Start times, breaks and lunch at school are at clear times. Maintaining this routine can help maintain a positive work ethic. Avoid spending the day in your pyjamas!
- **Identify a clear physical space in which to work:** This will make it easier to focus on your learning, without other distractions.
- **Talk about the plan for the day, and the lessons ahead:** Spending extended time working at home is unfamiliar territory. Talking about how things are going can help pre-empt any problems.
- **Set times to be on and offline:** There will be more screen time than usual whilst working at home. You may have to share devices with family members, and setting time limits in advance can help manage this successfully. Equally, spending time offline is important to maintain a sense of balance in the day.
- **Remember to exercise:** Your well-being is enhanced by physical activity, so do make time for this. This can really help if you are feeling anxious, which is completely normal whilst you are working from home.
- **Talk about things on your mind:** It will be a big adjustment working from home every day, and having done it before does not necessarily make it easier. Talk about how things are going. The international and local situation is highly changeable. It is normal to feel uncertainty about this too. Be conscious of how much of the news you watch and talk about what you are watching. Do devote enough time for your well-being.
- **Read a book:** Escape, relax, unwind. Look after yourself.

4.5 Remote Learning Lead

Alongside any teaching responsibilities, the Remote Learning Lead is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and Heads of Department, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Reporting weekly to the Vice Principal.

4.5 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Safeguarding and Child Protection Policy.

4.6 IT staff

IT staff are responsible for:

- Responding within 24 hours to queries with an anticipated resolution date (if the issue cannot be resolved immediately)
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are 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.

4.7 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers
- Alert teachers if they are not able to complete work
- Participate in online learning and activities as published by their teachers
- Ensure everyone feels valued, respected and included
- Promote respect in relation to the rights of others
- Contribute their views through MS Teams
- Offer peer support and guidance through shared learning.

Staff can expect parents with children learning remotely to:

- Encourage pupils to access online learning and associated activities or complete work set by the teacher each day
- Support the school values
- Foster an open pathway of communication between the school and home where appropriate
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when reporting any complaints or concerns to staff.

4.8 Governing Body

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.

5. 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 Head of Department or SENCO
- Issues with behaviour – talk to the relevant Head of Department and/or Head of Year
- Issues with IT – talk to IT staff
- Issues with their own workload or well-being – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

6. Data protection

6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will be bound by the school's GDPR Policy.

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this process is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

6.3 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)
- 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

7. Safeguarding

All staff must adhere to the school's Safeguarding and Child Protection Policy.

8. Monitoring arrangements

This policy will be reviewed every term by the Vice Principal. At every review, it will be approved by the Teaching and Learning Committee.

9. Links with other policies

This policy is linked to our:

- Positive Student Behaviour Policy incorporating Rewards
- Safeguarding and Child Protection Policy
- GDPR Policy
- Home-school agreement
- Online safety policy

10. Appendices

Rapid evidence assessment Distance learning



When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

Key findings and implications

1. Teaching quality is more important than how lessons are delivered

Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching").

For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.

Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.

For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.

Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different types of content and pupils

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.

For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

The evidence in this review is drawn from diverse contexts that do not closely parallel the circumstances facing schools responding to Covid-19 in 2020.

Many forms of digital technology could in theory be used to support remote learning, but are typically used in schools and have not been evaluated as remote learning tools.

In all cases, it is important for teachers and school leaders to use their professional judgement in determining the support they provide their pupils and to monitor its impact on learning.



Appendix 2: Remote Learning Agreement for Pupils

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher and/or form tutor.
8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
9. I will follow the school's 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
10. I will respect the privacy and ownership of others' work online at all times.
11. I understand that all my use of the internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
12. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

Pupil Name	
Form Group	
Signed Pupil	
Signed Parent/Carer	
Signed Staff Member	

Appendix 3: Live-streaming Lessons for Pupils

During MS Teams Meeting and/or live-streaming lessons with your teachers, it is important that you stick to the following rules:

1. An adult is present in the home during the MS Teams Meeting and/or live-streaming lessons with your teachers.
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply.
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during you online sessions.


Joining the video call

1. Your teacher will send you an invitation to join a meeting on Teams, which will come through in an email.
2. Open the invitation and click on 'yes'.
3. Go onto the calendar, you should be able to see the meeting on the calendar.
4. Click on Join.
5. You will have the option to join in the app or to join using the browser. It is recommended that you download the Teams app.

Appendix 4: What parents need to know about Microsoft Teams

(<https://nationalonlinesafety.com/hub/view/guide/what-parents-need-to-know-about-microsoft-teams>)

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



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

AGE RESTRICTION

13+

What parents need to know about MICROSOFT TEAMS

DISCLOSING PERSONAL DETAILS

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



CYBERBULLYING

BULLY

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



INAPPROPRIATE CHAT

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



HACKING RISK

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



VIRUS INFECTION

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



LIVE STREAMING RISKS

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





Safety Tips for Parents & Carers

#WakeUpWednesday

BLOCK USERS

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



PROTECT PERSONAL INFO

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



ENABLE BACKGROUND BLUR

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



UPDATE COMPUTER SECURITY

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




TALK ABOUT RISKS

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



AVOID VIDEO/AUDIO

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




Meet our expert

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



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





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Appendix 5: 10 Top Tips – Remote Learning for Teachers

(<https://nationalonlinesafety.com/hub/view/guide/10-top-tips-remote-learning-for-teachers>)




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.






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Appendix 6: 10 Top Tips – Remote Learning for Children

(<https://nationalonlinesafety.com/hub/view/guide/10-top-tips-remote-learning-for-children>)














National Online Safety
#WakeUpWednesday

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.




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Appendix 7: 10 Top Tips – Remote Learning for Parents











(<https://nationalonlinesafety.com/hub/view/guide/10-top-tips-remote-learning-for-parents>)




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 feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.
- 10) Monitor your child's wellbeing and mental health**
Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.



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Appendix 8: A Guide to Safer Live Lessons

(<https://nationalonlinesafety.com/hub/view/guide/live-lessons>)

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



A GUIDE TO SAFER LIVE LESSONS



An online lesson occurs when teachers use video conferencing software to 'live stream' lessons to their pupils. Some of the most popular apps and websites that support this include Zoom, Google Hangouts, Skype and Microsoft Teams. Online lessons can be a great way to replicate classroom interaction, ask immediate questions and gather instant feedback. It's also convenient and allows learning to take place anywhere with an internet connection. However, live lessons aren't always accessible to everyone and younger children will need a lot of parental supervision, which isn't always practical.

What teachers need to consider

CONDUCT

If you decide to host an online lesson, it's important that you maintain a level of professionalism and treat any online lesson in the same way you would treat a classroom lesson. Dress appropriately and find a setting which has a plain background and has no personal information on display. Remind pupils of acceptable behaviour and their conduct during class. It's worth remembering that live streaming means screenshots and video recordings of your lesson could occur so you should always observe professional conduct at all times.



COMMUNICATION

Hosting a live lesson means that you will have to think about how you communicate and through what channels. Children will need access to the internet, have the appropriate technology and will need to download the relevant software or application. Some, or all, of these may not be widely available to everyone. It's also important to consider that the software that you choose to use is secure and has the relevant privacy and security settings in place. Any contact should only be through a platform provided by the school and not through personalised accounts open to public viewing, comments or sharing.

CONTENT

Planning your content will be a key factor to consider prior to hosting an online lesson. It's important to ensure that all content is age-appropriate and that any tasks that you set which require use of the internet won't lead children towards anything offensive or inappropriate. Always try to ensure that live lessons take place with the whole class but bear in mind that some pupils may work slower than others depending on the type of tasks you set.



What parents need to consider

CONDUCT

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite and remember their manners. Position your computer or webcam in an open environment where you can monitor their activity, preferably not in a bedroom. Try to keep the background neutral with good quality lighting and sound.



COMMUNICATION

If your child is part of an online lesson, they may need support in setting up the relevant software and communication platforms in order to take part. Your school will usually provide the relevant details on how to do this however it's worth ensuring that you have some awareness of the privacy and security settings so that you know that all communication is secure. It's important to raise any concerns that you have with the school if you are unable to accommodate an online lesson for any reason.

CONTENT

Try to take an interest in your child's live lesson if you can and stay close so that you can aid them if necessary. Try to find out who is hosting the lesson, what the lesson is about and what tasks they will be set. If they are required to conduct internet searches, ensure parental controls are in place. If you're using Zoom, make sure that screen sharing is only shared with the host. This will avoid 'Zoombombing' whereby uninvited guests use the screen-sharing feature to broadcast porn or other inappropriate content.



Some commonly used platforms

SOURCES:
<https://www.eff.org/deeplinks/2020/03/what-you-should-know-about-online-tools-during-covid-19-crisis>
<https://support.zoom.us/hc/en-us/articles/115000538083-Attendee-attention-tracking>
<https://hangouts.google.com/>
<https://support.skype.com/en/faq/FA34649/protecting-your-online-safety-security-and-privacy>
<https://docs.microsoft.com/en-us/microsoftteams/security-compliance-overview>

zoom

Zoom is one of the most popular video conferencing apps at the moment. Schools using Zoom can monitor attendee's activity while screen-sharing, track real-time activity, record live lessons and recall video, audio, transcript and chat files. Admins can also see the IP address and admin information of all attendees.

⚠️ Safety Tips ⚠️

- ✔ Change privacy controls so that screen sharing is limited to the host only.
- ✔ Turn file transfers off to reduce any risk of hacking or installing a virus/malware.
- ✔ Create a strong password for your account incorporating letters, numbers and symbols.
- ✔ Keep the software as up to date as possible with the latest security patches.

Google Hangouts

Google Hangouts allows communication through video, audio or messaging, although isn't end-to-end encrypted. During the COVID-19 outbreak, Google has been making the advanced features in Hangouts Meet available to all schools around the globe using G Suite for Education.

⚠️ Safety Tips ⚠️

- ✔ Ensure that any call made via the app is private or by invite only.
- ✔ Customise who you can receive invites from through the privacy settings to block unwanted contact.
- ✔ Keep all anti-virus software up-to-date and install a firewall.
- ✔ Always sign out after use to prevent anyone else from accessing your account.

skype

Microsoft owned Skype is a well-known communication tool that specialises in providing video chat and voice calls. It is one of the biggest apps in the world, providing end-to-end encryption between Skype users, as well as facilitating screen sharing and the ability to record calls.

⚠️ Safety Tips ⚠️

- ✔ Ensure you have the latest anti-virus software installed on your computer and set up a personal firewall.
- ✔ Keep profiles hidden and don't share any unnecessary personal information on your profile.
- ✔ Don't download anything from profiles you don't know and block any suspicious contacts.
- ✔ Always adjust privacy settings, including only allowing children to communicate with approved contacts.

Microsoft Teams

Microsoft Teams describes itself as a 'group chat software and collaboration tool'. It provides the ability to chat, meet, call and collaborate from anywhere and is popular given its ability to seamlessly integrate with other Microsoft applications like Word and Excel.

⚠️ Safety Tips ⚠️

- ✔ Turn off guest access so only school issued email addresses communicate.
- ✔ If linked to an Office 365, enable Advanced Threat Protection (ATP) to help prevent against threats via emails, links, and attachments.
- ✔ Make sure your operating system has the latest updates and security patches.
- ✔ Beware of phishing emails asking for your password - Microsoft will never ask you it.

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