

# Primary Remote learning policy

## Cedar Children's Academy



**CEDAR**  
Children's Academy

**Approved by:** AAB on behalf of RGB **Date:** 23.09.20

**Last reviewed on:** September 2022

**Next review due by:** September 2024

## Contents

1. Aims .....	2
2. Roles and Responsibilities .....	2-6
3. Who to contact .....	7
4. Data Protection .....	7
5. Safeguarding .....	8
6. Monitoring arrangements .....	8
7. Links with other policies .....	8
8. Glossary of Terms .....	9
Appendices.....	10-14

---

### 1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning should a school/year group/class go into lockdown so that students across TSAT schools experience the same high quality offer.
- Set out expectations for all members of the school community with regards to digital learning.
- Provide appropriate guidelines for data protection.

### 2. Roles and responsibilities

During times when the school is unable to be open, or when a group of students, or a member of staff is unable to access the school building, members of staff are required to continue their roles but in a different way. All teaching, site, office and pastoral staff will be required to continue work where possible in adapted ways. Teachers and teaching assistants will be asked to provide online learning and follow procedures to ensure that students still get access to education.

This could be any of the following situations:

- Teachers and students are learning together in an online environment
- Some students are learning online and other students are learning in class (hybrid teaching)
- The teacher is at home and the students are learning in class (flipped teaching)

**It is expected that a switch to online learning will be immediate meaning the next working day.**

**Schools must be prepared for any situation as related to the DfE Directive issued on 1<sup>st</sup> October, 2020 (Appendix 1) and the Trust Grid of Controls (Appendix 2).**

In order to make sure that staff and children are prepared for a lockdown situation, Trust schools commit to the following principles:

- The platform staff and children will use during a lockdown situation will be the same platform for normal homework (\*SeeSaw); this ensures that staff, children and parents are safe, knowledgeable and skilled in using the technology. The quality of homework will be given sufficient focus during normal school operations that teachers are able to switch to remote learning immediately.
- Leaders will also ensure that staff have the appropriate training to deliver live teaching via MS Teams and that parents are also supported to enable their child to access this provision.
- Trust and school leaders will make sure that safeguarding is implemented throughout the digital learning strategy and that staff, students and parents are fully trained in this area.
- School leaders will ensure that teachers design remote learning thoughtfully drawing on the 7 principles for effective teaching and learning and on wider guidance and will check that staff have access to the technological equipment they need to meet the requirements of this policy.

## 2.1 Teachers

- Where **individual** student(s) are isolating, teachers are expected to deliver 'hybrid' teaching using MS Teams to live stream the lesson they are already delivering to students in school, to students at home.
- Where the **teacher is isolating** they ought to deliver their timetabled lessons from home ('flipped teaching') and a model for this is provided in Appendix 3.
- Where classes or year groups, or the whole school is isolating – teachers should adapt to the remote learning offer outlined below.
  - There will be a combination of synchronous and asynchronous learning.
  - Synchronous- Children engage in course activities at a specific date/time requiring that everyone is online at the same time.
  - Asynchronous – Children engage in activities at any time, contributing at their own pace.
- When providing remote learning, teachers are responsible for setting work. If working from home, they will take part in a weekly MS Teams meeting with their phase lead to ensure that everyone is following the curriculum and to evaluate how the children are responding to SeeSaw and to live support.

Teachers will be required to set work for their class and in some cases their year group. Special Education Needs Assistants and SENCOS may be asked to support the provision of work for specific children.

- In EYFS and KS1 the work provided will cover a weekly diet of at least:
  - 5 Phonics tasks/activities/live support
  - 5 Reading/Writing tasks/activities/live support
  - 5 mathematics tasks/activities/live support - 1 science task/activity
  - 1 History and 1 Geography task/activity/live support
  - 1 PSHE and 1 RE task/activity/live support
  - 1 PE task/activity/live support
- In KS2 children will be provided with at least:
  - 5 Reading and Writing tasks/activities/live support
  - 5 maths tasks/activities/live support
  - 2 science tasks/activities/live support
  - 1 History and 1 Geography task/activity/live support
  - 1 MFL task/activity/live support
  - 1 PSHE and 1 RE task/activity/live support
  - 1 PE task/activity/live support
- Upon leaders being made aware of a class/year group or school closure, an emergency meeting between phase/subject leads and senior curriculum leads will take place to review the upcoming curriculum for each year group and identify the core and extended components to be covered in the first two weeks.
- Direction to teachers will then be given along with a timetable template that allows them to plan the first two weeks of learning and to highlight where live support will take place. These timetables will be shared with parents and placed on the website.
- Leaders will continue to meet as the curriculum evolves and provide direction to teachers, so that timetables are continually updated and shared with parents.
- Children will 'register' with their teacher in the morning and have a set up activity for the day which will include information about the learning that has been set and a chance for them, or their parents, to ask questions to clarify any key points.
- The amount of 'live' time, and scheduling of it, will then vary dependent on the age of the child.

- EYFS and KS1 children will receive 2 lots of 20-30 minute sessions a day
  - KS2 children will receive 3 sessions of 30 minutes each
  - In addition, across the key stages, teachers/TAs will schedule a daily intervention session with a small group of children (not 1:1). This may be a different group each day, or the same group, depending on the nature of the intended learning. Children with specific support e.g. EHCP plans ought to have their provision delivered. Given that two members of staff are needed, the member of staff in the 'supervision role' can join the call but work on other things as long as they can see and hear the session being delivered.
- Leaders and staff will need to survey device use between families to ensure live support can be successful in homes where siblings share devices, and where parents are working from home. MS Teams has an App which can be used successfully on a smartphone for engagement with live support.
  - For safeguarding reasons, two members of staff must be on each video call. To help with the provision of staff for this, leaders may consider how the curriculum can be taught to larger groups rather than just the class group. Up to 300 people can attend a Teams meeting so live support can be delivered in larger groups, with teachers working together e.g. (for older children) one teacher delivers the explanations/modelling and the other teacher manages the questions coming in via the group chat.
  - Providing feedback on work: Teachers and support staff are expected to follow their school's marking and feedback policy for both SeeSaw and Live Support.
  - Keeping in touch with children who aren't in school/are not engaging with learning:
    - Vulnerable families will be phoned weekly. This needs to be based on clear criteria that constitutes what defines the term 'vulnerable'. Each school will identify who are the selected families that need this provision.
    - Teachers will answer emails and requests from parents during school hours. The amount of time it takes for a teacher to get back to a parent regarding a concern must be within 2 working days.
    - In some cases, teachers from school will use an additional work email account to use primarily for answering/replying/responding to parents and children.
    - If a child isn't completing set work online, the teacher will send emails to parents with offers of support. This will be monitored and different thresholds can be set (e.g. an email may be sent if there are 2 days without work, a phone call may be given if there has been 5 days of missed work)
  - When providing remote learning, teachers must be available between normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. If they are required to provide online work or feedback, then this will be delegated to a suitable person who can fulfil this role.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours. If they do not have access to a suitable device to use for work purposes at home, they may be required to travel to the school site to use a device.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
  - Children who need additional support
  - Children who need additional challenge
- Attending virtual meetings with teachers, parents and pupils:
  - In any video/conference/live event all staff are to wear appropriate clothing for the occasion. If working from home they ought to similarly follow the school's dress code.

- Ensure filming/videos are filmed in quiet locations with no background noise or anything inappropriate in background. Ensure Microsoft backgrounds are used but be aware that other people can be detected in backgrounds.

## 2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring their subject is being taught through remote learning and that the quality of that provision is strong.
- 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school to ensure everyone is able to use online platform.
- Monitoring the effectiveness of remote learning –conduct regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Putting in place any cover arrangements if a teacher is unwell or unable to teach. In some cases this may mean covering the lesson themselves.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

The DSL is responsible for:

- Responding to any concerns/queries that is brought to their attention through safeguard
- Communicating with the Local Authority Safeguarding Team to ensure multi-agencies have all relevant information
- Ensuring staff remain trained in all areas such as FGM/Missing in Education/PREVENT.
- Conducting and sometimes leading Early help meetings virtually
- Supporting families who have requested support or who are identified by teaching staff.

## 2.6 IT staff

IT staff are 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

## 2.7 Pupils and parents

**Staff can expect pupils learning remotely to:**

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Behave appropriately online. To support this leaders will:
  - Make staff aware of the DigiSafe guidance (see Appendix)
  - Provide training for children on digital citizenship and how to operate in a live environment e.g. using the hands up function
  - Make sure teachers have been trained on how to manage a live support session and the tools available to manage behaviour online
  - Ask staff to issue a short reminder of expectations each time a live support session is delivered and/or check children's understanding of appropriate behaviour
  - Amend their behaviour for learning policies to include a section on online behaviour and make sure that consequences are referred to and that staff, children and parents understand what they are.

#### **Staff can expect parents with children learning remotely to:**

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here □ Adhere to the Parent Conduct policy.
- Be respectful when making any complaints or concerns known to staff
- Ensure that their child behaves appropriately online and support the school if consequences for poor behaviour need to be given

## **2.8 Governing board**

The governing board 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
- Ratifying changes to the behaviour for learning policy to take account of online learning

## **3. Who to contact**

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

- Issues in setting work – talk to Year Leader or curriculum lead
- Issues with behaviour – talk to ELSA/Head of School/Pastoral team
- Issues with IT – report this to IT helpdesk by emailing [helpdesk@thinking-technology.com](mailto:helpdesk@thinking-technology.com)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the deputy data protection officer Kelly Denton □ Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Accessing personal data

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

- Use the secure email system for TSAT and ensure laptops/devices are password protected.
- Use school devices where possible when working from home. If this is not possible, use a secure computer which can not be accessed or seen by anyone else. All apps must be accessed via a password and not remain open when unattended.
- Do not download personal data to personal devices.

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parts of surveys and Microsoft forms, 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 9 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 or when a member of staff moves away from the device
- Not sharing the device among family or friends with any applications/programme or document open or accessible without a password
- Ensure all apps are accessed via a password and not left open when unattended
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

Please refer to the safeguarding Policy (revised July 2020).

Staff training on how to use technology safely is constantly updated and refreshed. See Appendix 4 for a sample training resource.

## 6. Monitoring and Evaluation arrangements

- Headteachers report on the quality of remote learning when they write their AAB reports. They use internal tracking systems of student engagement, and records of staff evaluation of the impact of technology, to understand what is happening in the digital environment.
- A constant process of impact review is in place to support all members of the community to develop their digital knowledge and skills base. This enables the AAB to monitor the implementation of this policy and to feed concerns to the RGB where appropriate.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Teaching and learning policy

- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Parent/Carer conduct policy
- Information Security Policy
- ICT Acceptable Use Policy
- Online safety policy
- Homework policy □ HR policies

## Glossary of terms

It is important to have a shared understanding of what is meant by some of the more common terms related to remote learning. This glossary is intended to help support consistency of use and to provide some clarity about what is meant by terms, some of which may have been previously unfamiliar. This glossary is not intended to be exhaustive or definitive, rather it is intended to be used as a 'working list' to support schools.

Asynchronous learning	Learning activities undertaken without direct supervision from the teacher. These activities may be digital or traditional. Learners can complete learning activities at their own pace or within a set time period.
Synchronous learning	Online learning in which children and young people can learn in real time. For example, a teacher teaching to a group of children or class using digital technology.
Blended learning	Includes learning that happens in real time (synchronous) alongside a teacher such as online discussions, and learning which happens at the learners' pace (asynchronous) such as project work.
Blending learning environment (BLE)	A platform that is intentionally designed to imitate school. It can combine key elements of school life in one place: resources, communication and feedback that can be accessed within school and from home.
E-learning	E-learning or electronic learning is the umbrella term used to describe education using technology, electronic devices and digital media. Much of our learning now involves e-learning both in and outside of the classroom environment.
Flipped teaching	The teacher is not physically in school but delivering teaching to pupils who receive the lesson and are learning in the classroom environment e.g. live beaming from home. The class is managed by staff on site.



Home schooling / home educated (also known as Elective Home Education)	When a parent family make the decision to withdraw their child from the formal education system and decide to teach their child solely at home. Note: This is a decision made by families to teach their children from home rather than send their children to school. The lockdown situation (COVID-19) was the result of a public health need rather than parental choice or decision.
Home learning	Learning at home is a broad term used to describe the learning which happens outside of early learning and childcare settings and schools/colleges. It can take place through everyday activities including play and general family life. It can also happen through curriculum related activities, homework, reading and sharing books.
Hybrid teaching	Teaching takes place within the classroom with pupils being taught at school, whilst there is live streaming to pupils who are receiving the lesson at home through remote learning.
M-Learning	This is learning that's conducted on a mobile device, like a smart phone or tablet. M-Learning often involves a social dimension which encourages interaction and relationships between learners, thus learning from each other. This learning tends to be available at all times in all places.
Remote learning / education	Occurs when a learner and teacher are separated by time and/ or distance and therefore cannot meet in a traditional classroom setting. Information is <b>typically</b> transmitted via technology such as email, discussion boards, video conferencing, live lessons etc. No physical presence is required. However, where there is a lack of accessibility or through parental preference and the age and stage of development of the child, this may not be digital but hard copy/paper based and concrete practical resources.

## Appendix 1- DfE Remote Education expectations

- Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.
- In developing these contingency plans, we expect schools to:
  - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
  - give access to high quality remote education resources
  - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
  - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
  - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum □
- When teaching pupils remotely, we expect schools to:
  - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
  - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- provide frequent, clear explanations of new content, delivered by a teacher in the school or through highquality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in [how schools can plan for tier 2 local restriction](#).
- We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.
- We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

## Appendix 2 – Grid of Controls

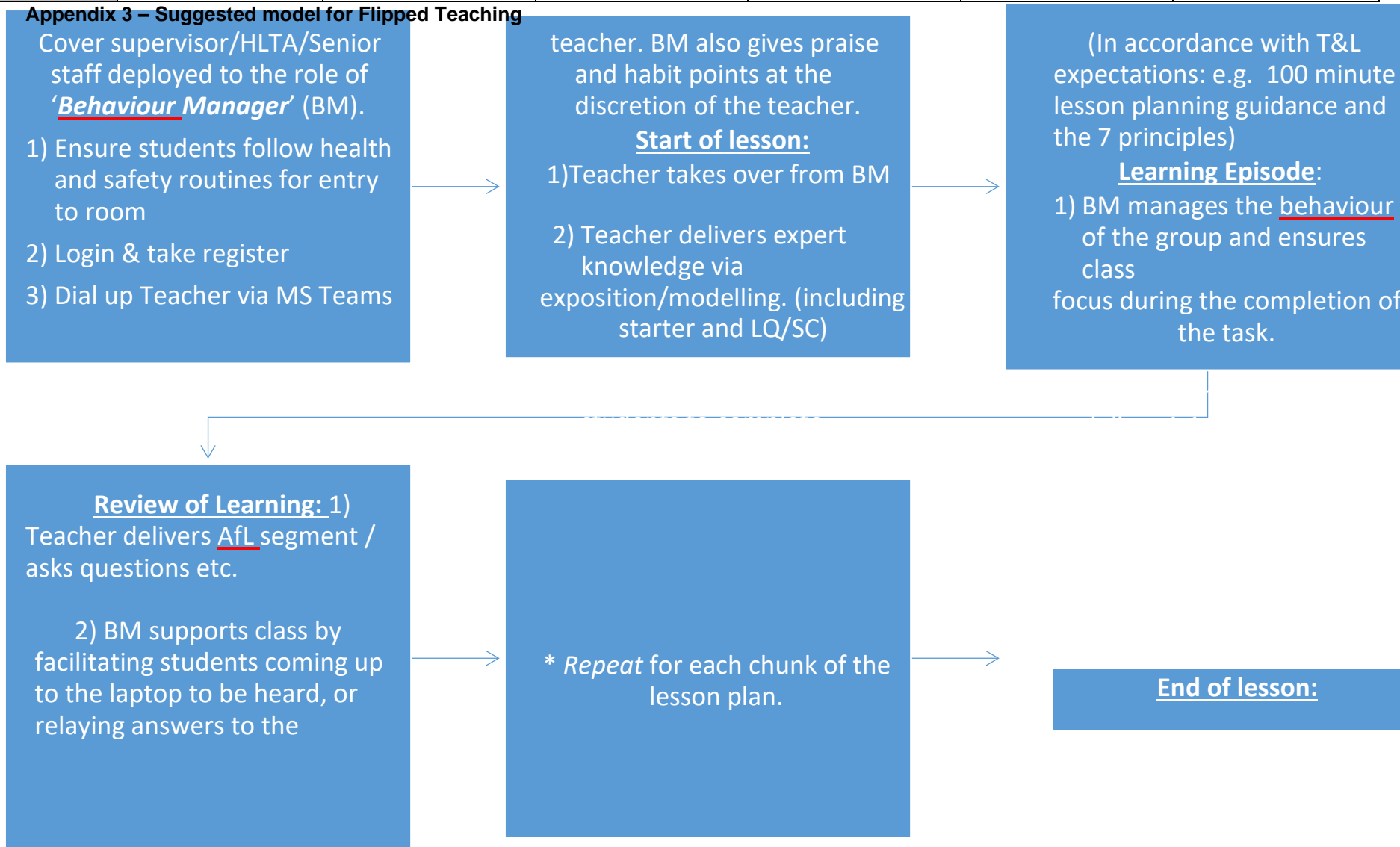
As at 04/09/2020	Summary of controls					
	Secondary pupils	Secondary School staff	Primary pupils	Primary School staff	Central staff	External visitors
<b>Tier 0</b>	<ul style="list-style-type: none"> <li>Year group bubbles</li> <li>Clean, Learn, Clean strategy</li> <li>3 periods a day following normal curriculum rooms</li> <li>Dedicated break and lunch times</li> <li>Optional face coverings</li> <li>No assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Restriction of staff meetings to no more than 30 people</li> <li>Safe teaching zones created</li> <li>Staff rooms with spaced to support social distancing</li> <li>Face visors optional</li> </ul>	<ul style="list-style-type: none"> <li>Year group bubbles</li> <li>Maintaining use of dedicated learning space</li> <li>When specialised areas needed that are to be shared additional controls to be in place to reduce risk of cross bubble contamination</li> <li>Dedicated space for lunch and play</li> </ul>	<ul style="list-style-type: none"> <li>Restriction of staff meetings to no more than 30 people</li> <li>Safe teaching zones created</li> <li>Staff rooms with spaced to support social distancing</li> <li>Face visors optional</li> </ul>	<ul style="list-style-type: none"> <li>Working at the new defined “normal” arrangements for each department</li> <li>Working from home permitted as appropriate</li> <li>Avoiding unnecessary face to face meetings</li> </ul>	<ul style="list-style-type: none"> <li>Lettings established based on risk assessments</li> <li>Wrap around care offered linked to risk assessment</li> <li>Track and trace in operation for all staff</li> </ul>
<b>Tier 1</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mandatory requirement to wear face coverings in communal areas</li> </ul>	<ul style="list-style-type: none"> <li>Restrictions of staff meeting to no more than 6 adults</li> <li>Staff will be required to wear</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Close down of shared specialist learning space</li> </ul>	<ul style="list-style-type: none"> <li>Restrictions of staff meeting to no more than 6 adults</li> <li>Create teacher safe zone in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Face coverings required when visiting schools</li> <li>Essential visits to schools only</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essential visitors only and face coverings required</li> </ul>

		face coverings in communal areas				
--	--	----------------------------------	--	--	--	--

<b>Tier 2</b>	<ul style="list-style-type: none"> <li>• 2 week rota in place</li> <li>• Pupils in school will follow their normal timetable</li> <li>• Pupils not in school will switch to digital learning strategy</li> </ul>	<input type="checkbox"/> No meetings that involve more than 2 adults in the same room <ul style="list-style-type: none"> <li>• Staff to still come to school and follow timetable. They will teach in person pupils in school and provide remote teaching for pupils at home</li> <li>• Short term supply staff not to be used</li> </ul>	<input type="checkbox"/> KS2 pupils may wear face coverings	<input type="checkbox"/> No meetings that involve more than 2 adults in the same room <ul style="list-style-type: none"> <li>• Short term supply staff not to be used</li> </ul>	<input type="checkbox"/> Working at the new defined “socially distant” arrangements for each department	<ul style="list-style-type: none"> <li>• Lettings ceased</li> <li>• On-site School to school support to cease</li> </ul>
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>• Selected year groups only to be in school and will have dedicated classroom and a new timetable in place</li> <li>• Childcare offer for identified children to access digital learning strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Staff timetabled to teach selected year group in school only</li> <li>• Staff at home to deliver distant learning strategy</li> <li>• Support staff to offer Childcare provision</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in timetable to allow greater ability to create segregation between pupils and adults</li> <li>• Introduce the class family bubble rules</li> </ul>	<input type="checkbox"/> Wristbands introduced for adults and pupils to create strict bubbles that do not mix	<ul style="list-style-type: none"> <li>• Working at the new defined “Lockdown” arrangements for each department</li> <li>• Limited ability to attend school site</li> </ul>	<input type="checkbox"/> Wrap around care to cease

<b>Tier 4</b>	<ul style="list-style-type: none"> <li>• School closed and all pupils have switched to distant learning strategy</li> <li>• Childcare offer for critical workers and vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>• No face to face meetings</li> <li>• All staff at home to deliver distant learning strategy</li> <li>• Rotas established for Childcare provision</li> </ul>	<ul style="list-style-type: none"> <li>• School closed and all pupils have switched to distant learning strategy</li> <li>• Childcare offer for critical workers and vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>• No face to face meetings</li> <li>• All staff at home to deliver distant learning strategy</li> <li>• Rotas established for Childcare provision</li> </ul>	<ul style="list-style-type: none"> <li>• Working at the new defined "Lockdown" arrangements for each department</li> <li>• Essential staff only to attend school sites</li> </ul>	<ul style="list-style-type: none"> <li>□ No external visitors</li> </ul>
---------------	---	---	---	---	---	--

**Appendix 3 – Suggested model for Flipped Teaching**



1) Teacher delivers plenary and closes the learning.

2) BM manages the class into their exit routines, checking uniform and ensuring a silent and orderly exit.

**Appendix 4 – Sample resource for Teacher safeguarding training**

## TOP 10 TIPS FOR DIGISAFE TEACHING IN PRIMARY

**1** Always follow the protocols within the ICT Acceptable Use policy and the Social Media policy.

**2** Always use the devices supplied by your school. Ensure that you are logged into your MS 365 account so that e-safe security can run.

**3** You must only have contact with children in school approved platforms. You must not make contact with children via personal social media and You Tube accounts.

**4** Make sure your training on keeping children safe on the internet is up to date. Children could alert you to an issue and you need to be able to recognise it and then report it via SafeGuard.

**5** Think about activities with parents and children that can remind them about online safety e.g. talking about what they will and won't share and talking about good manners and kindness if they are interacting with their teachers or with other children.

**6** If you want to deliver a 'live' experience using video then do so from a safe and appropriate place (not a bedroom) and ensure that there is a clear background. Wear suitable clothing and ensure the camera angle is straight ahead, stable and focused on your head and shoulders. Ensure that you will not be interrupted inappropriately by other family members.

**7** For pre-recorded video follow the same guidelines and make sure that if you share them on YouTube or Facebook, this must be through an approved school site and not via a personal account or channel.

**8** If you are recording the session, make this explicit to the participants and ensure that incoming videos are turned off. Do not capture images of children.

**9** Follow the guidance of your senior leaders on how to ensure that any interaction between children is moderated and approved by yourself and that you know how to report concerns with behaviour.

**10** If video calling, children must be on the call in groups, with no 1-to-1 calls and at least 2 staff members must be on each call. Please wear your Trust lanyard.