Hillcross Primary School

Remote Education Strategy

Mission, Vision and Culture

At Hillcross we enable our children to think differently, aim high and achieve.

Through our school culture of high aspiration, embracing challenge, collaboration, shared responsibility and respect for each other, we aim for Hillcross to be the number one school of choice for the local community. Our outstanding practice in all we do alongside our dynamic and ambitious curriculum provides all our children with rich opportunities and experiences for high quality learning and wider personal development.

Introduction

Drawing on our experience of this process, along with feedback from parents, children, staff and governors, the School intends to further develop and improve our approach to distance learning.

All schools have a duty to provide remote education where a child, class, group or small number of children need to self-isolate, or there is a local lockdown requiring pupils to remain at home. The Department for Education expects schools to be able to immediately offer children in these circumstances access to remote education.

This policy details how we will prepare for and respond to further potential school closures during the Covid-19 pandemic. It also covers the ongoing education of children who cannot attend for self-isolating/shielding reasons while the school remains open.

This remote education 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 our remote education offer.

Remote education at Hillcross will:
- Align as closely as possible with in-school provision and reflect the high-quality teaching and learning that takes place in school.
- Ensure children continue to have meaningful and ambitious work each day.
- Be broad and balanced by covering all curriculum subjects.
- Follow the usual curriculum sequence that is linked to the school's high expectations.
- Be of equivalent length to the school-based teaching children would receive in school.
- In the event of class/whole school closure, remote education will include daily contact with teachers

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Child in self-Isolation	Partial School Closure	Full School Closure
- Within 24 hours of parents notifying the school of a necessary period of self-isolation, slides and accompanying work for the learning that week will be sent home via Google Classroom. - Child will complete the learning set remotely via Google Classroom. - Teachers will call home weekly during self-isolation - The curriculum will follow the same sequence as the rest of the class. - It is expected that the learning set will take approximately 3 hours to complete each day.	- Those classes/year groups still required to attend school will continue doing so. Attendance will be compulsory during this period. - If the class/year group is required to deliver education remotely, the class teacher will send home learning slides and associated learning tasks for all children via Google Classroom. - A timetable will be sent home at the beginning of each week. - The class teacher will deliver a live daily 'learning launch' at approximately 9am for around 10-15 minutes. - Class teachers will deliver a minimum of 3 live lessons each week (one English, one maths and one other). For younger children this may take the form of shorter daily sessions. - Where appropriate the class may be divided into smaller groups to 'attend' lessons to allow teachers to provide a more targeted approach. - To support the children's social development, teachers will split their class into four groups and arrange a more informal well-being 'check in' session each week for each group. Children can chat to their friends, share successes and discuss any concerns with the teacher there to facilitate. - Parental surveys will be sent home every two weeks for the duration of the remote education. - The curriculum delivered during the period of remote learning will follow the same sequence as if the children had been in school. - It is expected that the learning set will take approximately 3 hours to complete each day. - Feedback will be given and sought in response to independent learning in order to ensure the children make progress.	- The class teacher will send home learning slides and associated learning tasks for all children via Google Classroom. - A timetable will be sent home at the beginning of each week. - The class teacher will deliver a live daily 'learning launch/check-in' session for around 10-15 minutes each day. The timings of these will be on the weekly timetable. - Class teachers will deliver a minimum of 3 live lessons each week (one English, one maths and one other). For younger children this may take the form of shorter daily sessions. - Where appropriate the class may be divided into smaller groups to 'attend' lessons to allow teachers to provide a more targeted approach. - To support the children's social development, teachers will split their class into four groups and arrange a more informal well-being 'check in' sessions each week for each group. Children can chat to their friends, share successes and discuss any concerns with the teacher there to facilitate. - Parental surveys will be sent home every two weeks for the duration of the remote education. - The curriculum delivered during the period of remote learning will follow the same sequence as if the children had been in school. - It is expected that the learning set will take approximately 3 hours to complete each day. - Feedback will be given and sought in response to independent learning in order to ensure the children make progress.

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Google Classroom
At Hillcross, we use Google Classroom as our remote learning platform. All children will use this platform to access and turn in their weekly home learning activities so that children, staff and parents remain confident in using it should they have to remain at home due to COVID-19 restrictions. Google Classroom can be accessed via a desktop computer or laptop and the Google Classroom app can also be downloaded onto smartphones and tablets. Every child has a unique username and password which will be provided by the school.

Google classroom offers high levels of flexibility - even if the home learning task children complete is practical, photographs can be taken of their work and 'turned in' (uploaded). Families may also decide to help their child present their work on a Microsoft Word document or on PowerPoint slides, which can be 'turned in' the same way.

The Home Learning page of the school website contains a Google Classroom Users Guide and a video demonstrating how to use Google Classroom for children and parents.

1. Safeguarding
The safeguarding of children continues to be an overriding priority, to ensure that students are able to work safely from home when and if required

We continue to follow the DfE guidance on protocols of remote teaching and will continue to evaluate the practices. This will ensure that our remote learning plan is guided by an ambition for excellence built on knowledge of our school community, on educational research and best practice, a concern for equality and inclusion and the need to ensure that the design and delivery of remote learning does not negatively impact educational and social inequalities.

2. Working Collaboratively
High quality remote teaching and learning can present everyone with a range of challenges; however, by working together, building on what we now know and feedback from parents, we can all ensure that children at Hillcross continue to have access to the best possible learning opportunities irrespective of where their learning is taking place.

3. Learning

Teachers will:
- Be committed to providing the **same curriculum sequence** both in school and in a remote learning situation.
- **Plan lessons via slides** (instead of paper based plans) to enable fluid transition between school based and remote education as necessary and without creating additional workload for staff. Notes on the slides will support and guide children and/or parents, with a good level of clarity, through the lesson so that they are clear about what they are learning and how to apply this learning to the independent task set in each subject.
- Ensure **differentiation continues** to be a priority in order that remote learning is accessible to all our students. We aim to ensure the resources provided are appropriately differentiated for students, in order to deliver a positive learning experience for all. Where children are supported by additional adults in school, wherever possible, this support will continue in some capacity remotely. This will be planned and delivered on an individual basis and will require the agreement and involvement of parents.
- Use the school YouTube channel to produce and **upload videos** in order to provide children with clear explanations of new content and appropriately model processes and strategies that can be used to support learning.
- **Use videos** (including those already available on YouTube, The Oak Academy and Espresso) for demonstration, accompanied by explanation, commentary or other resources when teaching practical lessons remotely.
- Work on the assumption that children will not necessarily have access to the same resources that are available in school and suggest alternatives.

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- Ensure **resources** uploaded to Google Classroom, where possible, are **downloadable and printable**.
- In response to parental feedback, teachers will endeavour to **avoid research-based activities** and project work, so that all children can benefit from well-planned and sequenced activities in line with the curriculum.
- Ensure that **learning for the next day is available no later than 7pm** of the night before intended completion.
- Decide whether, as part of their class remote education offer, they will upload the slides for the week ahead of time or whether learning will be set on a day by day basis. (for the sake of consistency for parents, it is asked that whatever format for uploading is decided upon that this is what remains in place).
- **Assess** how well children working from home are progressing through the curriculum by using questions and other suitable tasks e.g. Google Form quiz. This pupil to teacher feedback will enable teachers to adjust the pace and/or level of challenge with regard to what is being taught and, where necessary, revising material or simplify explanations to ensure pupils' understanding.
- The **deadlines for submitting learning** will usually be 11.59pm on the day it is set. If there is a different deadline, this will be made clear on the work uploaded. This will be influenced by a range of factors, such as whether lessons are being uploaded daily, weekly and when time for feedback has been planned. Children can still complete the work after this date but it will be recorded as 'turned in late' and we cannot guarantee that teachers will be able to provide feedback on the work.
- Teachers will aim to mark the work and return this by the children by the end of the next day. Feedback for younger children is more likely to be verbal and provided during the daily learning launch.
- In the event of an entire class requiring remote education, the class teacher will **limit the slides for each lesson to between 6 and 8.** Guided Reading may require more slides in order to ensure the correct amount of text has been included for the lesson.
- In the event of an entire class requiring remote education, **a timetable to show the order and organisation of lessons will be sent home** at the beginning of the week. The timings of the live lessons are not flexible. Timings of the remote lessons will be included as a guide but should be determined by parents depending on the family circumstances.
- In the event of an entire class requiring remote education, a register will be taken and the school will follow up with those parents of children who do not attend remotely or complete the work set.
- Ensure that PowerPoints and other work sent home can be **edited from home.**
- Ensure that **children are familiar and confident in using Google Classroom** effectively e.g. children will be taught how to draw their own text box.
- Link and embed other **online resources such as Oak Academy** (DfE commissioned free resource) and Espresso (school purchased channel).

*Please note that where only one or two children in the class are isolating, the teacher will be teaching the rest of the class at school all day and some of the above will not be possible for them to provide all of the time.

Parents will:
- **Read and respond to communication** from the school pertaining to their child's remote education
- Ensure their **child engages** in the remote learning provided.
- Ensure their child follows the live lesson protocols including having their mic is on mute unless they are directed to speak by the teacher.
- **Check their child's completed work** each day and encourage them with the progress that is being made.
- Completing **Home Learning** is recommended but optional - parents will need to use their discretion based on their own child and family circumstances.

Children will:
- **Participate as fully as possible** in the remote education process by completing independent work, and submitting assessed tasks promptly and to the best of their ability.
- **Read daily**, either independently or with an adult in keeping with our Hillcross Reading Pledge.

4. **Live lessons**

Teachers will:

- Deliver three live lessons per week in addition to the learning set via Google Classroom in the event that an entire class is self-isolating.
- Ensure these lessons include one English, one maths and one other lesson (this would be down to the class teacher's discretion).
- Manage 'raise hand' response for children should they need to communicate during a live lesson.
- Manage behaviour in accordance with the wider school behaviour policy and remove children who do not comply.
- Be professionally dressed in accordance to the staff handbook dress code.
- For the purpose of safeguarding the lessons will be recorded. The recordings will be kept on our school servers for the duration of the children's time at Hillcross and will then be archived. Please note these recordings are for school records only and will not be made available to families.

Parents will:

- Ensure that children are appropriately dressed.
- Ensure that anyone else in the household uses language that is professional and appropriate.
- Be aware that for children's safety the lessons will be recorded. The recordings will be kept on our school servers for the duration of the children's time at Hillcross and will then be archived.

Children will:

- Behave appropriately.
- Follow the instruction of the class teacher at all times during the live lessons.
- Remember all lessons are recorded and retained. Any comments made via audio or written communication cannot be erased.

5. **Feedback**

Teachers will:

- **Provide regular feedback** to children. At Hillcross, we place great emphasis on developing positive attitudes to learning and so recognise that feedback, as part of our remote education offer, is invaluable to both staff and children. Feedback is a communication exchange from teacher to child and, more importantly, child to teacher. As such, there are lots of different feedback strategies that teachers will use and these should always be acted upon (by both teacher and child) in order to maximise learning potential.
- Links to a **feedback pallet** which will be sent home to parents as a point of reference.
- As requested by parents, class teachers will **provide answer sheets** and mark schemes (where relevant) in order that parents and children can self-assess and feed this back to the teacher.
- When setting independent learning, class teachers will make explicit **when and how they are accessing feedback**. This will be a short sentence, such as '*Todays feedback will be whole class feedback. Tomorrow I will be asking you to highlight the next steps that apply to you and use these to edit your writing'.*
- Use a range of **tests and quizzes** for pupils through chat functions such as Google forms, Kahoot, Classkick, Socrative or Edpuzzle which work well for rapid feedback and allow live marking.
- Have the opportunity to turn on 'comments' in Google Classroom in order to promote learning dialogue with the children and monitor this to ensure all comments are appropriate (and report any inappropriate comments to their phase leader who will, after an initial warning, turn of the comment capability for that child).

Parents will:

- Ensure they know **how to access the feedback** on Google Classroom.
- Understand the basic principles of feedback and **encourage children to act on feedback** given.
- Monitor the comments their child is making.

Children will:

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- **Read and respond to communication** from their teacher via Google Classroom (this will be age and stage appropriate).
- Value the feedback given as an opportunity to learn more.
- Ensure all comments made are about the learning and are in keeping with the comments they would make in the classroom.

6. **Keeping children safe, healthy and in positive mental health**

Teachers will:
- Encourage children to **work safely online**, including regular tips for keeping themselves safe.
- Record all live lessons via Google Classroom and retain a copy for the duration of the children's time at Hillcross Primary School.
- Wear their school lanyard whenever visible on camera.
- Encourage children to **take regular exercise** to maintain fitness.
- Group the class into four groups for weekly well-being 'catch up' meetings in the event that the entire class is accessing remote education.

Parents will:
- Ensure their **child is working online safely** – please refer to the school website and appendices at the end of this policy. The following resources are available to support parents and carers to keep their children safe online:
  o support for parents and carers to keep children safe online, which outlines resources to help keep children safe from different risks online and where to go to find support and advice
  o guidance on staying safe online which includes information on security and privacy settings
  o Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
  o Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
  o Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
  o Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
  o London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
  o Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
  o Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
  o UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services
- Make every effort to maintain a **regular and familiar routine** that is as close to the usual 'school day' as possible.
- Make every effort to provide their child with an **appropriate place to work** and, to the best of their ability, support their work encouraging them to work with good levels of concentration (no TV in the background!).
- Be mindful of **mental well-being** of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- Encourage their child to take **regular exercise** to maintain fitness.
- Contact the school via info@hillcross.merton.sch.uk if anything is unclear in the work that is set or if they are worried about their child's well-being. Child's name, class and the nature of the query should to entered in the subject line.

Children will:

- Consider using the time away from school to **learn a new skill**, follow their own interests to discover more about the world around us or just be creative.
- Behave responsibly and appropriately in any weekly catch-up meeting they have with their class mates and teacher.

With regard to all aspects of remote learning, school leaders will:
- Continue to maintain a broad and ambitious curriculum for all children and will work with teachers to ensure that work set or taught remotely is planned, well sequenced, designed to build on prior knowledge and clearly **moves children forward in their learning**.
- Ensure that **staff have access to adequate equipment** to teach from home. If this is not available for any reason, teachers can request a school device.
- **Supporting families with no/limited access to ICT equipment** and/or the internet. The school have a small number of devices that can be loaned out to families. The school will liaise with the local authority and/or local charities to try to access additional equipment if needed. Families are encouraged to let us know as soon as possible and wherever possible, prior to their child working remotely if they are experiencing difficulties. In exceptional cases, the school will prepare/purchase printed resources, such as textbooks and workbooks, for children who do not have suitable online access.
- **Allocate the provision of remote education** for a class in the event a teacher is unwell during a period of remote learning.
- Ensure **new staff learn how to use Google Classroom** as part of their induction package.
- Will continue to **evolve our approach to remote education** based on what we find works best to achieve the desired learning outcomes.
- **The quality of education will be monitored** by the leadership team who will have access to their Google Classroom in order to assess the quality of their work and feedback.
- As a school we have adjusted our procedures for performance management so that both the learning in school and any **learning at home will continue to meet the expectations and high standards** for which the school is renowned and will continue to improve through identifying and sharing best practice widely.
- Provide the opportunity for parents to impart their views regarding the remote education provided by the teacher in their child's class. In order to ensure consistency, a short survey will be sent out to parents every two weeks. Parents will be encouraged to include their name on the survey so that senior leaders can follow up with responses should they feel it relevant to do so.

Younger pupils and pupils with SEND
We recognise that some children may not be able to access remote education without adult support. We will do our best to work in partnership with families to support them deliver a broad and balanced curriculum for their children. The EYFS page and the SEND page of the school website provide families with a wealth of guidance, resources and links to other websites and agencies that can offer support.

SEND
Teachers should ensure that work is differentiated as required for all learners when setting online tasks. The SENDCo will maintain regular contact with key children on the SEND register and feed back to teachers if required.

EYFS
In EYFS, priority will be given to progress in communication and early reading. Access to appropriate reading books and resources, and structured phonics activities for early reading will be a focus.

Staff who are self-isolating
Where a class teacher is self-isolating but is healthy and fit for work, a member of support staff will supervise the children in the class and the teacher will 'teach' the class remotely via Google Meet.

Where this is not possible, or in the case of non-teaching staff, targeted CPD will be given for staff to complete or a specific project to work on, which is in line with whole school improvement priorities. These projects will be

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directed by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with the remote learning provision outside of their year group.

Large Scale School Closure

In the event of a lockdown, the school will engage with and motivate children and families in the following ways:
- Make courtesy phone calls home to 'check in'.
- Email and 'turn in' a weekly outstanding home learning montage video
- Email and 'turn in' a weekly assembly.

Useful Links

School staff can access:
- A Remote Learning Top Tips Guide has been created for staff based upon their experiences to date. Please click here to find out more. https://docs.google.com/presentation/d/1Zwf5Gb3MIbEEc-3_6eAD_MIV6A6zzrSYZsNYS1P8QKU/edit#slide=id.ga33bc8d843_0_58
- A sector-led, remote education good practice guide to support school leaders in developing their remote education contingency plans so they can meet their statutory obligations
- There is a newly published page which brings together all the resources/guidance from the DfE about this topic https://get-help-with-remote-education.education.gov.uk/
- Resources from Oak National Academy, which have been created by teachers across England in response to school closures and will offer around 10,000 lessons across a variety of subjects for reception to year 11
- A series of new, school-led webinars on remote education to help share good practice, in addition to those available through the demonstrator programme - this is to support schools that are looking for help to improve the quality of their remote provision in line with the expectations set out in the guidance for full opening: schools

Please see Appendices on the next three pages:

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REMOTE EDUCATION
10 TOP TIPS FOR EDUCATORS

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

1. FAMILIARISE YOURSELF WITH THE RELEVANT POLICIES

Remote education should be an extension of learning at school. Ensure you still adhere to the relevant policies around safeguarding, acceptable use, data protection, student behaviour and online conduct, for example.

2. CONSIDER YOUR SURROUNDINGS

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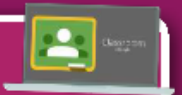
3. CREATE AND DISSEMINATE CLEAR REMOTE EDUCATION POLICY AND GUIDANCE

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

4. ONLY USE SCHOOL-APPROVED PLATFORMS AND COMMUNICATION CHANNELS

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

5. MAINTAIN PROFESSIONAL DRESS AT ALL TIMES

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

6. DISTRIBUTE A CLASS TIMETABLE/SCHEDULE FOR REMOTE TEACHING

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

7. ENSURE YOU USE THE CORRECT/APPROPRIATE TECHNOLOGY

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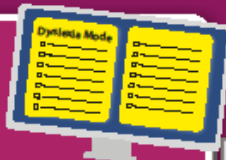
8. PROTECT PERSONAL DATA

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

9. CONSIDER THE NEEDS OF SEND PUPILS AND VULNERABLE LEARNERS

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

10. TRY TO MAKE LESSONS FUN AND ENGAGING AND ENCOURAGE REGULAR FEEDBACK

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

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REMOTE EDUCATION
10 TOP TIPS FOR CHILDREN

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

1. TREAT REMOTE EDUCATION THE SAME AS CLASSROOM LEARNING

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

2. USE CLASSROOM LANGUAGE

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

3. TAKE REGULAR SCREEN BREAKS

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

4. ALWAYS CONDUCT VIDEO LEARNING IN AN OPEN SPACE AT HOME

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

5. ONLY COMMUNICATE THROUGH APPROVED SCHOOL PORTALS AND PLATFORMS

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

6. STICK TO TEACHER RULES AND GUIDELINES AROUND REMOTE EDUCATION

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

7. DRESS IN SCHOOL UNIFORM

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.
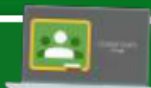
8. DON'T SHARE PASSWORDS OR OTHER SENSITIVE INFORMATION

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

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

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

10. LOOK AFTER YOUR MENTAL HEALTH AND WELLBEING.

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

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REMOTE EDUCATION
10 TOP TIPS FOR PARENTS

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

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

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.

2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

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

3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

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

4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start to with, missing out on seeing their friends every day might take its toll.