



**Brentfield Primary School**

Children of Today, Champions for Tomorrow

## Blended Learning Policy

*Blended learning combines online educational materials and opportunities for interaction online with traditional classroom methods. This policy covers both remote and on-site learning.*

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Written	October 2020
Revised	February 2021
Review Date	February 2022

## 1. Rationale

Brentfield Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for blended learning continues this.

This document aims to clarify the implementation of Blended Learning across Brentfield to ensure the needs of the pupils are met. In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will meet their needs, building upon prior learning. Learning offered will mirror that of learning missed in school as closely as possible.

## 2. Aims

This Blended Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of our school community concerning delivering high quality interactive remote learning alongside on-site learning.
- Include continuous delivery of the school curriculum, as well as to support of motivation, health and well-being and parent support.
- Consider continued education for staff and parents (e.g. CPD, supervision and meet the teacher etc.)
- Support effective communication between the school and families and support online attendance.

## 3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Brentfield Primary School*) who is absent because they are awaiting test results and their household is required to self-isolate, while the rest of their school bubble will be attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- In the event of a whole school local or national partial closure due to government guidance relating to Covid-19.

## 4. Content and Tools to Deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for KS1 and KS2 will be posted on to each child's Google Classroom year page.
- The use of the weekly home learning sheet with linked online resources and videos for children in EYFS.
- Use of instructional recorded or live videos, including those provided by Oak National Academy.
- All live lessons will be recorded to safeguard both children and staff.
- Phone calls home to support access.
- Printed learning packs where necessary.
- Physical materials such as workbooks, storybooks, exercise books and writing tools.
- Use of BBC Bitesize, Brentfield Primary Website, The Oak National Academy, TT Rockstars, Numbots, Bedrock Vocabulary, Busy Things, Letter Join, LGFL and J2E.

Remote learning planning and resources to deliver this policy can be found here:

- Curriculum resources

<https://brentfield.brent.sch.uk/>

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize/>

<https://trockstars.com/>

<https://app.bedrocklearning.org/>

<https://my.uso.im/j2e/>

<https://www.letterjoin.co.uk/log-in.html>

<https://whiterosemaths.com/>

<https://www.lgfl.net/learning-resources/default.aspx>

<https://www.busythings.co.uk/>

This list is not exhaustive and other resources that may be appropriate may be used.

## 5. Home and School Partnership

Brentfield Primary School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

Brentfield Primary School will provide a refresher online training session and induction for parents on how to use Google Classroom and J2e as appropriate and where possible.

Where possible, it is beneficial for children to maintain a regular and familiar routine. Brentfield Primary School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work and encourage them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly, via telephone or the class emails and alternative solutions may be available. These will be discussed on case-by-case basis.

In line with Brentfield School's 'Online Safety Agreement', we would encourage parents to follow the 'digital 5 a day' framework, which provides practical steps to support a healthy and balanced digital diet.

<https://www.childrenscommissioner.gov.uk/digital/5-a-day/>

All children sign our 'Online Safety Agreement' at school, which includes e-safety, rules which also applies when children are working on computers at home.

## 6. Roles and responsibilities

DfE guidance suggests that the following amount of work is provided during any period of remote learning.

KS1: 3 hours per day

KS2: 4 hours per day

## Teachers

Brentfield Primary School will provide a refresher training session and induction for new staff on how to use Google Classroom and other online resources such as j2e, TTrackstars etc.

When providing remote learning whilst working from home, teachers must be available between the usual school working hours.

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.

Be mindful that extra support may be required where parents and guardians are less able to support themselves

### Setting work:

- Teachers will set work for the pupils in their classes, which is in line with the curriculum on site and remotely in the event of a partial closure.
- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments.
- Provide targeted support to learners with particular needs.
- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely.
- Make use of remote sessions to check knowledge, independent practice and extended writing pieces to consolidate what they have learned.
- Plan lessons according to the planning guidance set out by subject team leaders.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Reading, writing, spelling and maths will be set daily with at least one other subject set on a daily basis.
- Teachers will set work and post links via *Google Classroom*.
- During any period of closure, work will also be added to Brentfield's website with the weekly overview and web links to relevant resources to support learning at home, including BBC Bitesize and Oak National Academy.

### Providing feedback on work:

- Feedback will be given either individually or as a whole class.
- Feedback will not always be written and may take many different forms (see staff and parent guidance sheets for detail)
- Completed reading, writing and maths work submitted will receive feedback by their class teacher within 24 hours of work being submitted. This may be written or verbal. Work needs to be submitted by 3pm on the day that it is due in order for feedback to be given within 24 hours.
- Other subject areas will be checked and feedback given weekly.

### Assessing Outcomes of Learning:

All schoolwork set through remote learning must be:

- Complete when returned to the relevant member of teaching staff.

- Completed to the best of the pupil's ability.
- The pupil's own work.
- Feedback will be given to the child, through: Google Classroom, via email where the child is unable to access Google Classroom or through live lessons on Google Meet. Not all will be written feedback.
- Work completed on Google Classroom may be graded using the grading tool, to give additional feedback to the child.
- Quizzes via Google Classroom can be used to assess what children have learnt during a unit of work.
- Children will also have the opportunity to self-mark through the use of answer sheets.
- On return to school, teachers will assess children's understanding of work carried out remotely, using on-going formative assessment, in line with the school assessment guidelines.

#### Maintaining High Expectations during any Period of Remote Learning.

- The school expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.
- Teachers will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the senior leader in charge, as soon as possible, where appropriate. This may include the loan of hardware where possible, dependent on resources available.

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

- If there is a concern around the level of engagement of a pupil, parents will be contacted via phone to access whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account (admin@brentfield.brent.sch.uk) or the class account (classname@brentfield.brent.sch.uk)
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL

### Teaching Assistants

Teaching assistants must be available during usual school working hours during any period of closure or working from home.

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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT or their line manager.

These will include:

- Supporting pupils who are not in school with remote learning, including via Google Meet.
- Attending meetings with teachers, parents or pupils remotely.
- Maintaining contact with parents and pupils via telephone calls and the class email address.
- Creating resources to support learning.

## **Subject Team Leaders**

Alongside their teaching responsibilities, subject team leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, 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 will 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

## **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including the monitoring of pupil engagement.
- Monitoring the effectiveness of remote learning through regular discussions.
- Ensuring that work posted online is reviewed and feedback is sought from both pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Analysing data from the parents/carers' surveys, which are sent out after any year group bubble closure has returned to school. This data will inform reviews of this policy.

## **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the COVID-19 addendum to the Safeguarding and Child Protection Policy.

## **IT Technicians**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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 school staff, including the computing lead, to support parents to access online learning.
- Setting up new hardware to support remote learning.
- Procuring resources to support learning.

## **The SENCO**

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements where required.

The SENCO will support school staff to select teaching sequences that support learning. They will monitor the effectiveness of the provision in place.

### **The Finance Officer**

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

### **Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help, if they need it, from teachers
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- 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 making any complaints or concerns known to staff.

### **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

### **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 subject lead or SENCO

Issues with behaviour – talk to the virtual school lead

Issues with IT – talk to IT staff and computing lead

Issues with their own workload or wellbeing – talk to their line manager, leader of virtual school or in-school leader

Concerns about data protection – talk to the data protection officer (Georgia Turner)

Concerns about safeguarding – talk to the DSL

If parents/carers have any questions or concerns about remote learning, they should contact the class teacher through our remote learning platform, Google Classroom, or through the class email address.

## **7. Safeguarding**

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it is important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage

parents and carers to set age appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If you have any concerns please phone the school office or use the email contact [safeguarding@brentfield.brent.sch.uk](mailto:safeguarding@brentfield.brent.sch.uk)

All information will be treated in confidence and where necessary reported to the appropriate agencies.

Basic principles to safeguard everyone during blended learning:

- No 1:1 groups (The biggest risk on remote learning with 1:1s is around grooming, so the risk assessment must mitigate against this risk.)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded and backed up, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background

Moving forward through developing a blend of in-school and distance learning, teachers can support children and help to individualise learning; increase learners' autonomy, motivation and agency; improve learning skills towards becoming self-directed learners. The school will undertake regular reflection and continuous development: The blended learning approach – particularly as it is a new approach for the school – requires constant adaptation of teaching based on reflection (self-evaluation and by others) and feedback, in order to respond to the learners' needs effectively

## **8. Data protection**

### **Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will keep to the protocols and school approved systems for accessing, processing and sharing data:

Staff are able to access parent contact details via the school office and through using the school's VPN and school allocated devices. Staff should log out after use, and not allow access to the site to any third party.

### **Processing personal data**

Staff members may need to collect and/or share personal data such as such as: names, contact details, email addresses of parents and pupils, assessment data, special educational needs as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. Staff are reminded to collect and/or share as little personal data as possible online. When sharing data externally, staff should not share data with third parties who have not been approved by the school and ensure they have been identified as necessary for the schools official functions.

### **Keeping devices safe and acting securely online**

All staff members will take appropriate steps to ensure their devices remain secure and they behave appropriately when interacting on school systems online. 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
- Refrain from storing any data outside of the approved system or device – e.g. noting personal data down on paper or storing on the hard drive of a personal device.
- Notifying the school Data Protection Lead immediately when a data breach is suspected.

**During remote learning sessions, staff are expected to:**

- Refrain from taking secret recordings or screenshots of themselves or pupils during live lessons. All live lesson will be recorded by the school.
- Only conduct video lessons in a professional environment. This means staff will be correctly dressed and not in a bedroom. The camera view will not include any personal information or inappropriate objects and where possible blur or change the background.
- Refrain from contact or attempted contact of pupils or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways. Staff are expected to report any breach of this by others or attempts by pupils to do the same to the Headteacher.
- Support a whole-school safeguarding approach and report any behaviour which they believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead (if by a child) or Headteacher (if by an adult).
- Refrain from behaving any differently towards children compared to when they are in school and not attempting to arrange any meeting without the full prior knowledge and approval of the school.
- Adhere to the school's safeguarding policy, reporting any safeguarding disclosures concerns immediately to the DSL.

## **9. Monitoring arrangements**

This policy will be reviewed at least yearly by the Computing and Curriculum Leads. At every review, it will be approved by the full governing board.

## **10. Links with other policies and development plans**

This policy is linked to our:

Safeguarding

Behaviour policy

Data protection policy and privacy notices

Online safety agreements

Code of Conduct

User Agreements for Google classroom (which each child agreed to on joining Google classroom)





# 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 school's 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.



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

Source: Remote education good practice, DfE guidance, Safeguarding and remote education during coronavirus (COVID-19), DfE guidance.

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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](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.



# 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.



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

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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 posting 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 '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 days. 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.



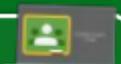
## 8. DON'T SHARE PASSWORDS OR OTHER SENSITIVE INFORMATION

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.

