



Remote Learning Policy

2025-2026

All our policies are written to reflect, support and develop our ethos statement
"A community that cares about excellence, wonder and learning for life"
We provide a safe and exciting space where:

There is community

- There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils*
- There is a sense of belonging*

There is care

- Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other*
- We understand our actions and nurture respect for each other and the environment*

There is excellence

- There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning,*
- There is enrichment and high expectations beyond the curriculum*

There is wonder

- Every experience is more memorable than the last*
- Learning powers are nurtured and grow and grow*
- The implementation of the curriculum is rich, vibrant and creative*

There is learning for life

- There is an unstinting dedication to diversity and equality*
- There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place*
- Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond*



Contents	
Legislation and Guidance	1
Aims.....	2
Use of Remote Learning.....	2
Roles and Responsibilities.....	3
Inclusion [including Equal Opportunities, SEN, Gifted, Talented, and Race Equality].....	5
Accessible Learning	5
Learning and Teaching Strategies	5
Assessment and Feedback in A Remote Form	5
Presentation of Work:.....	6
Links with Related Curriculum Areas	6
Monitoring and Evaluation	9
Data Protection	9

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing bodies set out in the Department for Education’s Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Providing Remote Education: Guidance for Schools Updated 19 August 2024

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

“Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.”

The School Attendance (Pupil Registration) (England) Regulations 2024

<https://www.legislation.gov.uk/uksi/2024/208/contents/made>

Specific Considerations

Data Protection

Accessing Personal Data

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

- access parent contact details via school office or Arbor only
- not share any details with third parties
- use school laptops and iPads when accessing any personal information on pupils

Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

- Installing antivirus and anti-spyware software
- Keeping operating systems up to date

Screen Time Guidelines

What is screen time? Screen time is any amount of time spent in front of a screen on any device.

The World Health Organisation recommends that for children:

- younger than 18 months, avoid use of screen media other than video-chatting
- Parents and carers of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing
- aged 2 to 5 years, screen use should be limited to 1 hour per day of high-quality programs. Parents and carers should co-view media with children to help them understand what they are seeing and apply it to the world around them.
- 6 years and older, consistent limits should be placed on the time spent using media, and on the types of media, and to make sure media does not take the place of adequate sleep, physical activity and other behaviours essential to health. They suggest families spend designated media-free time together, such as dinner or driving, as well as media-free locations at home, such as bedrooms. They also believe ongoing communication about online citizenship and safety, including treating others with respect online and offline is essential.

The Royal College of Paediatrics and Child Health (RCPCH) have produced guidance for screen time use of under-18s. Following research into this area, they have advised that no set amount of time is necessary to adhere to but that devices should not replace sleep, exercise or family time. They advise that devices should be avoided in the hour before bed to promote healthy sleep. Dr Russel Viner, President of the RCPCH comments on screen time, stating that, *"One size doesn't fit all, parents and carers need to think about what's useful and helpful for their child."...* *"Parents and carers should consider their own use of screens, if screen time is controlled in their family, and if excessive use is affecting their child's development and everyday life."*

Teacher Workload and Well being

Teaching remotely is not the job teachers trained for or are used to and it is important to recognise that the experience of the lesson in the classroom compared to at home is very different. Teachers need a significant amount of time to plan content that can be used in classrooms and/or remotely and to find or record explanations of new concepts. While some of this time can be found by reprioritising and repurposing activities, this is unlikely to provide enough time to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. The school is aware of its responsibility to ensure what is expected is reasonable and manageable, in order to maintain pupil learning to the standards expected.

Aims

This remote learning policy for staff aims to:

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

Use of Remote Learning

All pupils should attend school, in line with our Attendance Policy. Remote education is not viewed as an equal alternative to attendance in school. Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government

- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis. In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents and carers/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision.
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Roles and Responsibilities

The Head Teacher will:

- Have a strategic overview of teaching and learning, specifically when teaching is delivered remotely, including monitoring quality of teaching
- Keep the Governing Body informed about the developments in remote learning across both schools
- Ensure that remote learning remains a high profile in the school's development work
- Ensure that the school's statutory duties regarding the teaching of remote learning are met

Senior Leaders [including the SBM] will be responsible for: the quality and delivery of remote education. _Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Providing information to parents and carers/carers and pupils about remote education
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

The Designated Committee of the Governing Body will:

- Review and ratify policy
- Monitor the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Subject Leaders will:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning

- Work will be provided within three school days of notification, if possible, to allow teachers time to prepare adapted and accessible remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work 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
- Monitor 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
- Alert teachers to resources they can use to teach their subject remotely
- Make decisions about the use of online video lessons such as Oak National Academy, Kapow and other platforms the school pays for

Teachers are responsible for:

Setting work:

- Teachers from each year group must set the same work (unless a teacher or the SEND team are providing individualised work for a specific child)
- Every day should include: an English lesson, a Maths lesson, a foundation subject lesson and a wellbeing activity or extra independent learning activity e.g. reading for pleasure, Times Tables Rockstars, Votes For Schools, Accelerated Reader
- Each lesson/activity should be timed to replicate a day at school, including independent activities away from the screen
- Pupils should only be working in school hours, with breaks included and physical activity a part of the weekly offer
- Monitoring the level of engagement and communicate with parents and carers if this is the case
- Teachers upload pre-recorded instructional videos to support pupils in being able to review these as and when necessary
- A teacher, along with an additional school adult present, will provide live wellbeing sessions via Zoom
- Live contact with pupils who are identified as vulnerable or who have SEND will be arranged via the Inclusion Team
- Teachers upload either a video or voice message every day on the platform so that the pupils hear/see their teacher at least once a day

Teaching Assistants and LSAs are responsible for:

- Working under the direction of the Class teacher and Assistant Head Teachers who will direct TAs and LSAs in how best to support pupils remotely

Pupils and Parents and Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – 9am-3.30pm
- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if pupils are not able to complete work
- Make the school aware if their child is sick or otherwise can't complete work
- Be respectful when sharing concerns
- Act in accordance with normal behaviour rules / conduct rules of the school
- Feedback will be provided from class teachers to celebrate the effort and achievement of the work
- Contact the Assistant Head Teacher if they have any concerns

Designated Safeguarding Lead and Deputies will be responsible for:

- safeguarding concerns, including those related to Remote Learning **Please refer to Child Protection and Safeguarding Policy.**

IT Staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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

Inclusion [including Equal Opportunities, SEN, Gifted, Talented, and Race Equality]

We aim to ensure our remote learning offer replicates the opportunities that a child would have whilst in school. Teachers are expected to provide equal opportunities to all children in their class and if barriers arise due to the nature of remote learning, these must be identified to SLT so that they can be problem solved effectively. Pupils with SEND or an EHCP will continue to receive extra support and scaffolded work (if necessary) to ensure they are best supported by both their teacher and any additional adults that may work with them in school.

Despite learning being offered remotely, every pupil will have an equal entitlement to all aspects of the curriculum. We believe that it is important for all pupils to experience the range of activities throughout their day and is mindful that it is not ideal for pupils to spend all of their time in front of a screen. Teachers and additional adults will ensure their work will be explained via the chosen app but many of the tasks will not require pupils to be online all of the time, for example, PE tasks, Science experiments, mindfulness, art lessons.

Accessible Learning

Accessibility will be achieved by expectation of outcomes, individualised lessons, small group and 1:1 sessions, setting individualised work to one pupil or a group of pupils via a safe remote app (if this is appropriate) by either the class teacher, class TA or a member of the Inclusion Team. It is important to note that on the chosen platform, pupils and parents and carers can only see their own work and not others unless the teacher chooses to allow sharing of work as part of a lesson or as a celebration of work.

Learning and Teaching Strategies

Whilst remote teaching, the school will still follow The National Curriculum programmes of study. These can be found on the GOV.UK website. The programmes of study describe a sequence of knowledge and concepts which pupils are expected to gain secure understanding of before they move on to the next stage. We will also ensure they engage with the Rights Respecting agenda and the Wellbeing curriculum we have developed.

Teachers have remote access to a range of planning documents, including detailed Long- and Medium-Term planning stored on the school T Drive, which they can use and adapt to suit their class's needs. In addition to subject knowledge objectives, every lesson should also be engaging, challenging and sequenced.

We use a variety of teaching and learning strategies. Our principle aim is to develop children's knowledge, skills, and understanding. When planning and delivering remote learning, we will do this through pre-recorded teaching explanation videos, timed activity posts, while at other times we will engage with and let pupils lead an enquiry-based research activity. We encourage pupils to ask, as well as answer questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. We will ensure they engage in a wide variety of problem-solving activities across the curriculum. Wherever possible, we involve the pupils in 'real' research and investigation activities, for example, researching a local environmental problem or carrying out a practical activity at home that would be accessible for all and wouldn't require the use of specialised resources.

Assessment and Feedback in A Remote Form

- Provide answers for pupils to mark their own work where possible
- Use school marking policy symbols where appropriate on work
- Teachers and additional adults will give written or verbal feedback as they would face to face to address any misconceptions, raise challenge, make connections with prior or future learning and ensure the pupil knows their next steps for learning. If a pupil has made no mistakes, set a further challenge or direct them to one

- Teacher to set a further purple pen challenge question or ask for pupils to re do some questions and resubmit their work in order to assess whether the pupil has grasped a concept fully or not. Pupils may be asked to re write, edit and improve their work and re upload it onto the chosen platform.
- Once a week, pupils to be asked to read aloud via a voice recording and upload (no more than a few pages from a book). TA can listen and comment on every pupil's recording once a week

On the remote platform, pupils will be asked to submit their work either via a photo, a voice message or work added directly to the platform depending on the nature of the task.

At the end of a unit of work, teachers will assess whether pupils are working at emerging, developing, secure or mastered level for their age based on their understanding and application of the content of the National Curriculum.

Progress and attainment is reported to parents and carers through parents and carers' evenings, termly reports and end of year reports.

Presentation of Work:

When using their books at home, the pupils must continue to lay out their work in the same way as in school:

1. *All work will have a title and be dated: -*
 - *All subjects except Mathematics – long date*
 - *Mathematics- short date*
2. *Date and title will be underlined*
3. *Lines will always be drawn with a ruler*
4. *One horizontal pencil line will be drawn through errors. (—————)*
5. *No felt tips or biro to be used in books*
6. *Pencil until the pen licence is obtained*
7. *Leave the top margin blank and number the pages in the bottom margin*
8. *Purple pen used for self or peer marking*

Mathematics

1. *All calculations done in pencil*
2. *One digit per square*
3. *Incorrect work should never be rubbed out.*
4. *All working out should be shown. Working out should be underneath calculation/problem*
5. *Minimum use of photocopied sheets*
6. *Purple pen to be used when self or peer marking*

Links with Related Curriculum Areas

We believe that pupils should make connections between areas of their learning and therefore we encourage this by making cross curricular links. We are careful to ensure that we do cover a range of skills explicitly, by making our teaching approach investigative and enquiry based where possible, and using secondary sources with carefully planned objectives in mind. Teachers may decide to deliver the unit in blocks or spread out in weekly lessons over the term.

Resourcing

Teachers may ask pupils to find resources at home for a science experiment for example, but this will only ever be a basic item, nothing specialised. Pupils will take their books home from school in event of lockdown (where possible) and new books and basic stationary equipment will be available for parents and carers to collect if needed.

Following a technology survey, any pupil with no access to the internet or a device will be supported by the school. iPads can be loaned and a small number of laptops are available for identified pupils.

Current Equipment and Platforms

Seesaw

The school currently uses the platform Seesaw for remote learning. Full details are available from the school. Seesaw is a secure online learning platform that acts as a digital portfolio for pupils, allowing them to document and share their learning with teachers and families over time, particularly learning that is not written. Pupils use it to create content like photos, drawings, and videos, while teachers can assign tasks and provide feedback. It is used to facilitate remote learning, track pupil progress, and improve communication between schools and families. It is a key assessment area for the Computing curriculum.

Each pupil has a personal digital journal to store their work, which can include photos, videos, and drawings. Teachers can create or find activities to share with pupils and can provide feedback on their submissions. Parents and carers can use the "Seesaw Family" app to view their child's work and communicate with teachers. Each child has a unique code to access their account. It allows pupils to access and complete work set by their teacher when they are at home. It has multimodal tools so pupils can express their learning through various media, such as photos, videos, and drawings. It is available as an app for various devices, including Windows, Android, and Apple products.

It uses security and encryption best practices to safeguard personal data, including regular 3rd party security audits. The company is transparent about how they collect and handle personal data and never sell our data or advertise 3rd party. They are also clear they don't own the content we create in Seesaw and pupil work is private by default.

AV1 No Isolation Device

AV1 is an innovative product bringing a device with a camera that can be deployed into a classroom or other locations during a school day. AV1 Robots can help to:

- Improve Attendance Rates – pupils can be marked as present for the lessons they participate in through the AV1
- Maintain or improve attainment rates for the young person
- Prevent an escalation of need
- Prevent a pupil from feeling lonely and isolated
- Seamlessly support a pupil out of and back into education, keeping in touch with teachers and 'normal' teaching.
- Compliment any Medical Tuition arrangements

It cannot record and transmits a live stream from the avatar to the AV1 users' tablet, and the live stream is end-to-end encrypted, meaning it is impossible for any external party, including the manufacturers, to access the stream. Screenshots are forbidden and recording or screenshotting is not allowed. If attempted the stream will automatically terminate or the provider will receive a notification, and reserve the right deactivate the AV1. It is clearly visible when it is active as its head will lift and its eyes will light up. AV1 transmits one-way video so, whilst the user can see what AV1 sees, the class can't see (this is a result of testing with sick children - they want to be involved but not necessarily seen by their peers). It is a one-user device, in that only one AV1 user can connect to a single AV1. Their app is accessible via a secret 4-digit pin code and they are required to accept No Isolation's terms and conditions which state that only one AV1 user will be using the app. The school is not legally obliged to collect consent from parents and carers of other pupils in the class to permit use of AV1, however we will do. The device is GDPR compliant. No Isolation do not need, or ask for, any personal data about the AV1 user. They only store customer data (e.g., name and contact information of school or LA) in order to process an order and payment.

Online Safety and Risk Assessment

Teachers will explicitly teach online safety lessons in line with the National Curriculum objectives prior to the use of the chosen platform. Children are taught the SMART rules for staying safe online. Whilst using the remote platform, teachers will continuously monitor the safe use of the app and continue to have online safety at the forefront of their minds when teaching remotely. We are also offering whole class wellbeing sessions via Zoom. Live lessons are not compulsory. To take part in the sessions Parents and carers and pupils must read and sign the updated AUP forms as well as granting consent.

A comprehensive Risk Assessment has been carried out on live lessons and is available from the school.

The safety of both pupils and staff when using this technology is paramount and we will be following relevant advice from Zoom, the Children's Commissioner and the NSPCC.

- 🌳 A free Zoom account is needed so that we can ensure only registered users can access meetings.
- 🌳 An appropriate adult must remain nearby during video or conference calls to support with behaviour and engagement and ensure children are safe and using it appropriately.
- 🌳 Two staff members will be present for all online live sessions.
- 🌳 All meetings are recorded and stored securely.

We will ensure that:

- 🌳 appropriate security settings are in place for the meeting
- 🌳 access is only granted to the expected registered users invited with a password or direct link. Screen sharing, file-sharing, annotation and chat will be restricted.
- 🌳 Participants will be held in a virtual waiting room while their identity is confirmed. The Zoom account must clearly identify you by name and renaming during the meeting will not be allowed.
- 🌳 Participants' audio or video may be muted until appropriate.
- 🌳 Staff will monitor appropriate use and users will be removed from the lesson if rules are not being followed. Staff will feedback to Senior Leaders and parents and carers if there are any concerns.
- 🌳 Staff will stay in the meeting until everyone has 'logged off'.
- 🌳 Staff and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.
- 🌳 Parents and carers and carers have access to advice on how to ensure their child is safe whilst working at home. SEE POSTER in Appendix 1.

This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**

All staff and pupils using video communication must:

- 🌳 Wear suitable clothing – this includes others in their household
- 🌳 Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
- 🌳 Use appropriate language – this includes others in their household
- 🌳 Maintain the standard of behaviour expected in school
- 🌳 Use the necessary equipment and computer programs as intended
- 🌳 Not record, store, or distribute video material without permission
- 🌳 Ensure they have a stable connection to avoid disruption to lessons
- 🌳 Always remain aware that they are visible

All staff and pupils using audio communication (verbal feedback recording option on the platform) must:

- 🌳 Use appropriate language – this includes others in their household
- 🌳 Maintain the standard of behaviour expected in school
- 🌳 Use the necessary equipment and computer programs as intended
- 🌳 Not record, store, or distribute audio material without permission
- 🌳 Ensure they have a stable connection to avoid disruption to lessons
- 🌳 Always remain aware that they can be heard

The schools will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the Inclusion Team. Pupils not using devices or software as intended will be subject to the **Behaviour Policy**.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. The school will:

- 🌳 ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required
- 🌳 communicate to parents and carers via the school newsletter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

- 🌱 maintain regular contact with parents and carers to:
- 🌱 reinforce the importance of children staying safe online
- 🌱 ensure they are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with
- 🌱 encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites
- 🌱 direct them to useful resources to help them keep their children safe online

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Risk assessments - The proforma is saved on the T drive and it is the responsibility of the class teacher to complete.

Monitoring and Evaluation

Monitoring of the standards of children's work and learning remotely is the responsibility of the subject leaders for their curriculum area, whilst the Senior Leadership Team ensure overall consistency and high standards as well as the Health and Safety of both children and staff on the chosen platform. Both the Curriculum and Pupil Welfare Committees will have oversight of the policy and it will be reviewed on an annual basis. If the use of remote learning is more frequent Committees will receive regular updates.

Data Protection

Accessing Personal Data

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

- access the data, such as on a secure cloud service or a server in their IT network
- they should use to access the data – if provided devices, such as laptops, staff use these rather than their own personal devices

Processing Personal Data

Staff members may need to collect and/or share personal data such 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. The school will follow its data protection policy / privacy notice in terms of handling data. Staff will be reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- 🌱 Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- 🌱 Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- 🌱 Making sure the device locks if left inactive for a period of time
- 🌱 Not sharing the device among family or friends
- 🌱 Installing antivirus and anti-spyware software
- 🌱 Keeping operating systems up to date – always install the latest updates

GDPR Statement

All information collected in relation to this policy will be stored in accordance with our Privacy Policy and will be shared with third parties.

LGfL

DigiSafe
keeping children safe

SIX TOP TIPS

To Keep Primary Kids Safe Online During School Closure

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

Don't worry about screen time; aim for screen quality

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.



Check the safety settings are turned on

Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.



Get your children to show you their apps and games

You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?



Don't try to hide the news about coronavirus

If you don't talk about it, your children might read in appropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.



Remind them of key online safety principles

There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

If you aren't sure, ASK!

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at reporting.lgfl.net, including ones to tell your kids about (they might not want to talk to you in the first instance).



You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources