



*Placing children's rights at the heart of all
we undertake.*

respect integrity humility equality care
towards all



Dosthill Primary Academy

Remote Learning Policy

Rationale

In the event of children self-isolating or of a partial school closure due to COVID-19, the school is committed to providing a continuity of education to its learners. This will be provided through remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

Who is this policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms;

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

Flexibility of Learning

We realise that the circumstances that cause our school to close or of a family having to self-isolate will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.

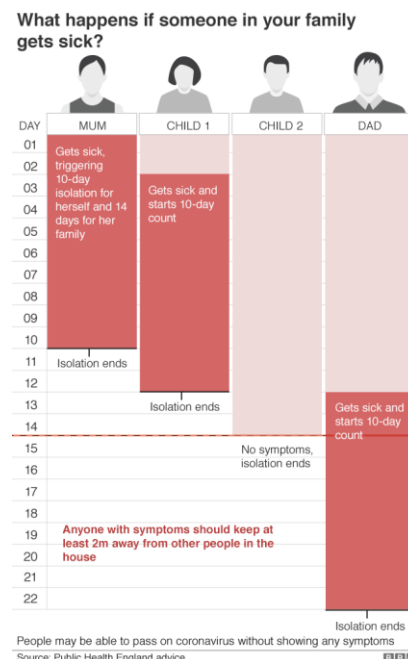
An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success. All learning that is pre-recorded will be available to view at any time. This will also support the learners at home who can re watch lessons/modelling to support their on-going learning.

Often, it is necessary to operate more flexibly, for example to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed. However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork. (DFE 2020)

All members of school have been asked to complete a form to inform us of any issues with devices and paper copies of learning can be provided in some situations. The paper copies of learning will be linked as closely as possible to the learning being set in real time. Phone conversations will be more regular for those learners who are at home to support with providing feedback for learning.

Expectation for families

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. It must be noted that the work children engage in during a period of closure will be part of our current planning and so should not be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended. Where families have made school aware they have no devices for online learning, alternative arrangements have been made. (Appendix 6)



For self-isolating families

Parents will:-

- Report any self-isolation absence to the school office by 8am each day.
- Support their child's learning to the best of their ability.
- Contact the school if there are any concerns or support is needed.
- Ensure that children have access to the learning provided by the school.

Teaching Staff will :-

- Provide learning opportunities for those not in school that have the same objective as those who are in school from 11:30am each day.
- Provide learning that can be completed both online and offline.
- Provide feedback (Appendix for learning that is returned on Teams or Tapestry).
- Respond to queries as soon as possible, when they are not in class.

N.B The staff member providing the learning and giving the feedback may not always be the class teacher for those self-isolating.

Children will:-

- Follow a suggested time table for their learning at home;
9 -9:30: Daily exercise (e.g. Joe Wicks)
9:30-10:00: Spellings; common exception words for your year group.
10 -10:15: Break
10:15- 11:00: TT Rockstars or Numbots
11-11:30: Home reading (Book banded book or reading for pleasure)
11:30-12:15: Grammar (KS2) or Phonics (Early Years and KS1)
12:15-1:15: Lunch
1:15- 2:15: Maths
2:15- 3:15: Curriculum based learning linked to topic.
- Ensure that learning they are completing is to the best of their ability.
- Only access materials that have been shared by teaching staff or by parental permission.
- To only use Teams to contact members of their class or teachers in an appropriate manner.

For partial school closures

Parents will:-

- Will follow the instructions given by school and ensure they do not send their child/children into a school setting during the closure.
- Support their child's learning to the best of their ability.
- Contact the school if there are any concerns or support is needed.
- Ensure that children have access to the learning provided by the school.

Teaching Staff will :-

- Provide learning closely linked to the school's medium term plans to ensure no lost learning.

- Provide 3 pre-recorded video introductions for Mathematics, English per day and one Curriculum per week.
- Provide learning that can be completed both online and offline.
- Provide feedback for learning that is returned on Teams or Tapestry. (Appendix 5)
- Respond to queries within the hours of 9am – 12noon each day. Providing live commentary for learning during this time. This will be on the Learning Challenges Page.
- Contact children daily either through Teams (on-line chat) or where necessary through a telephone conversation.

N.B The staff member providing the learning and giving the feedback may not always be the class teacher.

Children will:-

- Follow the class time table for their learning at home e.g;
9 – 9:30 – Daily exercise (e.g. Joe Wicks)
9:30 – 10:30 – Maths (pre-recorded video available daily)
10:30 – 10:45 – Break
10:45 – 11:30 – English (pre-recorded video available daily)
11:30 – 12:00 – Grammar (KS2) or Phonics (Early Years and KS1)
12 – 1pm – Lunch (Staff will not be available for chat during this time)
1pm – 1:30pm – Daily reading
1:30pm – 3pm – Curriculum based learning linked to topic (One pre recorded video will be available for the week)
- Ensure that learning they are completing is to the best of their ability.
- Only access materials that have been shared by teaching staff or by parental permission.
- To only use Teams to contact members of their class or teachers in an appropriate manner.

Expectation for staff within school during school closures

Teachers

- Provide learning closely linked to the school's medium-term plans to ensure no lost learning.
- Provide pre-recorded video introductions for Mathematics, English per day and one Curriculum where appropriate.
- Follow guidelines outlined in appendix (1) for any pre-recorded videos.
- Follow guidelines outlined in appendix (2) and (3) for learning and chat expectations.
- Provide learning that can be completed both online and offline.
- Provide feedback for learning that is returned on Teams or Tapestry. (5)
- Respond to queries within the hours of 9am – 12noon each day. Providing live commentary for learning during this time. (see appendix 2 and 3)
- Contact children daily either through Teams (on-line chat) or where necessary through a telephone conversation. To keep a class communication log. (Appendix 4)
- EYFS and Year One to contact all children daily by telephone, with a class communication log being kept. (Appendix 4)
- Assessing the needs of the learners and responding to these as they would within class. Tracking of gaps and learning to take place as part of AfL for all lessons that are taught "live".
- Follow normal safeguarding procedures during the school closure.

Teaching Assistants

- Teaching assistants must be available between 9am and 3pm each day to support with marking and feedback. In the afternoon, when the class teacher is preparing the following day they must monitor Teams.
- If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
- During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Subject Leaders

English, mathematics and Curriculum leads are responsible for:

- Setting out the expectations for each year group.
- Providing advice and guidance to support staff.
- Signposting useful resources to support the planning of remote learning.
- Ensure that remote learning is of a high standard and consistent across the school through discussing the learning available with maths planners and viewing this together.

The IT lead is responsible for:

- Providing learning for those self-isolating where there is no school closure.
- Provide training and support for all staff to support remote learning.
- Monitor remote learning set.
- Monitor Class Teams chat.
- Provide technical support for parents and children, including passwords.
- Provide regular updates to parents regarding the procedures.
- 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
- Assisting pupils and parents with accessing the internet or devices

Teaching, Learning and Standards Leaders in conjunction with subject leaders and IT

Alongside any teaching responsibilities, Teaching, Learning and Standards Leaders are responsible for:

- Checking the remote learning approach across the school including daily monitoring of engagement from pupils.
- Monitoring the effectiveness of remote learning –through regular discussions with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

- The DSL is responsible for managing and dealing with all safeguarding concerns raised by staff or parents.

Inclusion leader/Assistant SENCO

- Liaising with parents of children who have an EHC plan to discuss needs and adjustments required for remote learning.
- 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 for pupils with EHC plans.

Remote learning systems access information

Reception

- Reception learners will use the Tapestry App to access learning and documents provided by the class teachers linked to the suggested time table.
- Parents will upload evidence of the learning completed at home.
- They will have also have access to Numbots <https://play.numbots.com/#/intro>
 - Log in details will be provided on Tapestry for this.
- Parents should continue to read with their children;
- Songs, rhymes and opportunities to talk should be maximised;
- Practical activities such as baking, painting and craftwork should also be undertaken.

Year One

- Year One learners will use the Tapestry App to access learning and documents provided by the class teachers linked to the suggested time table.
- Parents will upload evidence of the learning completed at home.
- They will have also have access to Numbots <https://play.numbots.com/#/intro>
 - Log in details will be provided on Tapestry for this.
- Parents should continue to read with their children;
- Songs, rhymes and opportunities to talk should be maximised;
- Practical activities such as baking, painting and craftwork should also be undertaken.

Year Two

- Year Two learners will access learning using the Class Teams page.
- Parents will support the learners in uploading their learning.
- Learners will have access to Numbots <https://play.numbots.com/#/intro> and TT Rockstars <https://play.ttrockstars.com/auth/school/student>
- Learners will have access to Active Learn; <https://www.activelearnprimary.co.uk/login?c=0>
- Parents should continue to read with their children;
- Practical activities such as baking, painting and craftwork should also be undertaken.

Year Three

- Year Three learners will access learning using the Class Teams page.
- Parents will support the learners in uploading their learning.
- Learners will have access to TT Rockstars <https://play.ttrockstars.com/auth/school/student>
- Learners will have access to Active Learn; <https://www.activelearnprimary.co.uk/login?c=0>
- Parents should continue to read with their children;
- Practical activities such as baking, painting and craftwork should also be undertaken.

Year Four

- Year Four learners will access learning using the Class Teams page.
- Parents will support the learners in uploading their learning.
- Learners will have access to TT Rockstars <https://play.ttrockstars.com/auth/school/student>
- Learners will have access to Active Learn; <https://www.activelearnprimary.co.uk/login?c=0>
- Parents should continue to read with their children;
- Practical activities such as baking, painting and craftwork should also be undertaken.

Year Five

- Year Five learners will access learning using the Class Teams page.
- Parents will support the learners in uploading their learning.
- Learners will have access to TT Rockstars <https://play.ttrockstars.com/auth/school/student>
- Learners will have access to Active Learn; <https://www.activelearnprimary.co.uk/login?c=0>
- Parents should continue to read with their children;
- Practical activities such as baking, painting and craftwork should also be undertaken.

Year Six

- Year Six learners will access learning using the Class Teams page.
- Parents will support the learners in uploading their learning.
- Learners will have access to TT Rockstars <https://play.ttrockstars.com/auth/school/student>
- Learners will have access to Active Learn; <https://www.activelearnprimary.co.uk/login?c=0>
- Learners have access to Reading Eggs; <https://readingeggs.co.uk/signup1/>
- Parents should continue to read with their children;
- Practical activities such as baking, painting and craftwork should also be undertaken.

Online resources recommended by School

- BBC daily lessons <https://www.bbc.co.uk/bitesize/dailylessons>
- Oak National Academy <https://classroom.thenational.academy/>
- Phonics Play <https://www.phonicsplay.co.uk/>
- Youtube Kids <https://www.youtubekids.com/>
- Think You Know (Online Safety) - <https://www.thinkuknow.co.uk/>
- White Rose Home learning <https://whiterosemaths.com/homelearning/>

Appendix 1

When creating a video for online/remote learning.

These guidelines must be followed to safeguard yourself and the learners.

Failure to follow these guidelines could result in disciplinary action.

When videoing at home ensure that;

- Backgrounds are blank, with no family photographs or distinguishing features.
- If recording yourself, ensure professional clothes are worn.
- Ensure you watch videos back to check for any mistakes.
- When recording you should be the only person in the room.

Videos should be no longer than 3 minutes.

Videos should be, unless organised by SLT, of the class teacher of that class team.

Videos may be checked by SLT or other members of the leadership team at any time.

For more information about how you can safeguard yourselves and the children when remote learning;

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Appendix 2

It is important to note that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. 1 Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above. (DFE 2020)

In the event of individual children in self-isolation learning will look as follows on Teams;

Learning for those at home 23.9.20

Due tomorrow at 9:00 AM


Points
No points

Instructions


Attached are maths and english resources for you to use.

For maths - watch this clip first - <https://vimeo.com/457420739> Add text boxes to the activity or complete on paper.

Reference materials


 Year 5 English 23.9.20.ppt

...


 Year 5 Maths 23.9.20.pptx

...

Student work

 Year 5 English Activity 23.9.20.pptx


...

 Year 5 Maths activity 23.9.20.pptx

...

This is set and marked by Becky Nicholson daily based on the attendance register.

In the event of a partial or full closure learning will look as follows on Teams;



Rebecca Nicholson Monday 7:28 PM

Good morning [DPA_Test Remote Learning Class](#) while we are learning at home today all learning will be set here. Here is when the learning will be shared with you and a time table we would like you to follow;

9 – 9:30 – *Daily exercise (e.g. Joe Wicks)*

9:30 – 10:30 – *Maths*

10:30 – 10:45 – *Break*

10:45 – 11:30 – *English*

11:30 – 12:00 – *Grammar (KS2) or Phonics (Early Years and KS1)*


12 – 1pm – *Lunch (Staff will not be available for chat during this time)*

1pm – 1:30pm – *Daily reading*

1:30pm – 3pm – *Curriculum based learning linked to topic.*

[See less](#)

↩ Reply



Rebecca Nicholson Monday 7:31 PM

Here is a link you could use for your daily exercise; you can choose to do a different exercise if you want but be back online for 9:30 when we share the introduction to our Maths lesson. <https://www.youtube.com/watch?v=Rz0go1pTda8>

A morning message must be sent by 9am with the outline for the day – a recommended time table would be;

9 – 9:30 – *Daily exercise (e.g. Joe Wicks)*

9:30 – 10:30 – Maths

10:30 – 10:45 – Break

10:45 – 11:30 – English

11:30 – 12:00 – Grammar (KS2) or Phonics (Early Years and KS1)

12 – 1pm – Lunch (Staff will not be available for chat during this time)

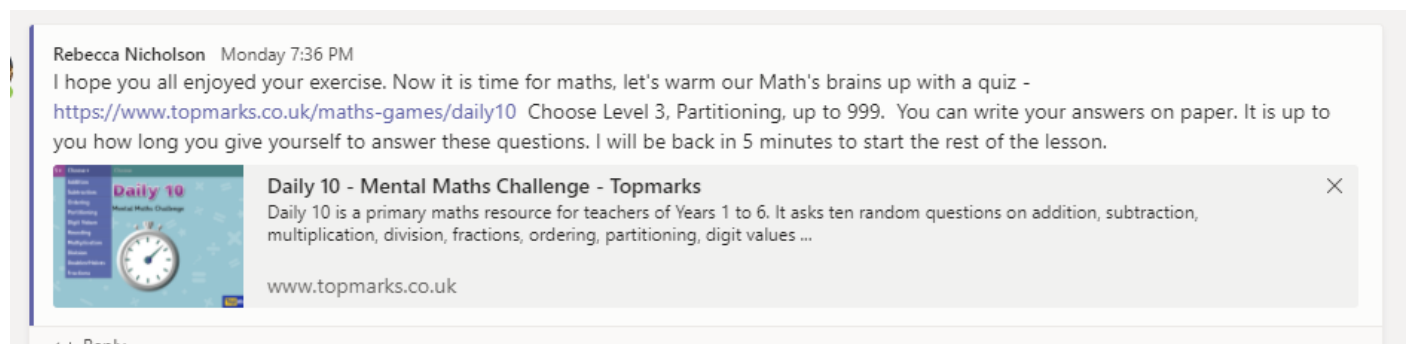
1pm – 1:30pm – Daily reading

1:30pm – 3pm – Curriculum based learning linked to topic.

Maths and English must take place in the morning when the teacher is available for lessons. Teachers must be online between 9 – 1:30pm with an hour lunch 12 -1pm. By being online you will be able to adapt learning and respond to questioning to support learners.

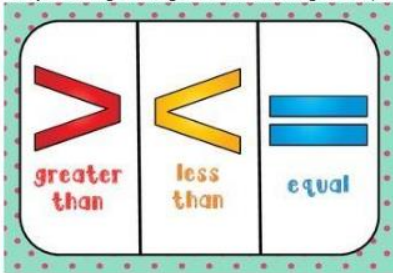
A maths lesson may look like this;

Starter



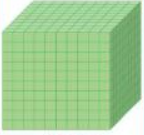



Introduction of learning challenge

Rebecca Nicholson Monday 7:44 PM
Today's learning challenge is: We are learning to compare 4 digit number.



← Reply

Rebecca Nicholson Monday 7:45 PM
We will be using pictures of base ten and other equipment to help us with this learning.


Thousands	Hundreds	Tens	Units/Ones
 1000	 100	 10	 1

www.mathswithmum.com

Introduction video (these can be no longer than 3 minute)

Rebecca Nicholson Monday 8:05 PM


Here is an introduction to our lesson for you to have a look at, if you have any questions or comments after the video let me know. Reply in the comments box to any questions that I ask.

 Introduction 1.mp4 ...

← Reply

Rebecca Nicholson Monday 8:07 PM

Here is the next questions for us to try, if you want to have a go at these yourself using paper then please join in 😊


 Introduction 2.mp4 ...

← Reply

Rebecca Nicholson Monday 8:14 PM

Here is the final part of our teacher video - post your answers for this video in the comments, I might ask you some questions to check your understanding.

Next you will receive an assignment to complete for the rest of the lesson. This will be as a Power Point for you to complete online. I will continue to be online asking questions or checking your understanding. If you have any questions make sure to tag me in them so I see them.
[See more](#)

 Introduction 3.mp4 ...

← Reply

Set the learning

Maths lesson Day 1

Due yesterday at 11:59 PM

Instructions

Follow the Power Point, making sure you add in the answers on the text boxes. This is also saved as a PDF if you prefer this format and to record your learning on paper. Make sure if you record your learning on paper that you take a photograph and upload it when you return this assignment.

Reference materials



Example Maths lesson.pdf



Student work



Example Maths lesson.pptx



It is recommended that you have the assignment prepared in drafts and select assign when the learners are ready. Please ensure you are providing differentiated tasks as part of the learning.

Throughout the lesson you can ask questions, put in polls etc to engage learners. They can also ask you questions if they are stuck.

Rebecca Nicholson Monday 7:46 PM

Fastest finger questions - how many 100's go into 1000?

↩ Reply

Rebecca Nicholson Monday 7:46 PM

Fastest finger questions - how many 10's go into 100?

↩ Reply

An English lesson may look like this:

Starter

Rebecca Nicholson Monday 8:32 PM

Welcome back, we are going to start our English learning now. Let's start with a warm up game, <https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03>



Sentences - 10-11 year olds - Topmarks

Take care! If you don't improve the simple sentences you may be locked up in the tower. This game can help your punctuation and help you to create more complex sentences.

www.topmarks.co.uk



↩ Reply



Introduction of learning challenge

Rebecca Nicholson Monday 8:33 PM
Today we are looking at the story of the Tibecena - this is a defeating the monster tale. Can you think of any other stories where the monster is defeated?

← Reply

Rebecca Nicholson Monday 8:35 PM
Now I am going to send you the text, please read the text carefully. I will send a video of me reading the text to you in 5 minutes.


Rebecca Nicholson Monday 8:36 PM

 the tibicena 2.docx ...  Tibicena.docx ...

← Reply

Introduction video (no longer than 3 minutes)

Rebecca Nicholson Monday 8:59 PM
If you would like to listen to the story you can do so here. In five minutes I will send you an assignment to complete. In the assignment will be some examples of text maps and all the instructions you will need to complete this.

 Tibicena.mp4 ...

← Reply

Set the learning

English Day One

Due yesterday at 11:59 PM

Instructions

Today we would like you to draw a text map. There is an example of one attached but if you need help please ask in the learning challenges comment section.

When you have finished the text map, our focus this time is on character description, pick out some of the key words the author has used to add onto your text map. Any words you are unsure of make a note of for tomorrow's vocabulary session.
Take a photo of your learning and upload this when you return your assignment.

Reference materials

 IMG_20200921_205542.jpg ...

Student work

None

It is recommended that you have the assignment prepared in drafts and select assign when the learners are ready.

Throughout the lesson you can ask questions, put in polls etc to engage learners. They can also ask you questions if they are stuck.

For grammar learning it may look like this;

Rebecca Nicholson Monday 9:02 PM
For our grammar learning today we are looking at fronted adverbials, please watch this clip to help you understand what they are. In five minutes an assignment will be set for you to complete on fronted adverbials.
<https://www.bbc.co.uk/bitesize/topics/zwpp8mn/articles/zp937p3> If you have any questions during any of this learning please post them here so we can work together on them. This learning will finish at 12 ready for our lunch.

← Reply

Engage with the children through chat during the session.

NB – Year Two will need to provide a phonics session for their learners instead of just grammar. This can be from Ruth Miskin's YouTube channel or their own video activities.

Set the learning

Fronted Adverbials

Due yesterday at 11:59 PM

Instructions

Open the Power Point and follow it through. You can record your sentences on paper or type them onto slides. Remember if you record them on paper then you will need to upload a photograph of your learning. The Power Point is also saved as a PDF incase you need to open it in this way.

Reference materials

Fronted adverbials.pdf

Fronted adverbials.ppt

Daily reading may look like;

Rebecca Nicholson Monday 9:11 PM

Good afternoon everyone, I hope you have had a lovely lunch. To settle us back into learning we are going to do our daily reading. For this you can read your book banded book or a book of your choice from home. Attached are some questions you might want to think about when you are reading. Please record your reading in your reading diary.

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in the text.	Make and justify inferences using evidence from the text.	Predict what will happen based on the details given or implied.	Explain what is meant by a word or phrase in the text. Explain why a word or phrase is used in the text.	Retrieve and record information from the text. Explain why it is important.	Summarise the main ideas from the text.
Example questions	Example questions	Example questions	Example questions	Example questions	Example questions
<ul style="list-style-type: none">What do the words ... mean?What do these words mean in the text?What does this word tell you about the character/thing/event?Find one word in the text which means ...Find and highlight the word that is most important in ...Find a word or phrase which shows/represents ...	<ul style="list-style-type: none">Find and copy a group of words which show that ...How do these words make the reader feel? Use the text to support your answer.What does this paragraph tell you about the character/thing/event?How do the descriptions of ... show that they are ...?How can you tell that ...?What impression of you get from these paragraphs?What does this paragraph tell you about the character/thing/event?What does this paragraph tell you about the character/thing/event?	<ul style="list-style-type: none">From the text what do you think the text is going to be about?What is happening now?What happened before that? What will happen after?What does this paragraph suggest will happen next?What makes you think that?To you think the choice of writing will influence how the plot develops?Do you think ... will happen? Yes, or no maybe? Explain your answer using evidence from the text.	<ul style="list-style-type: none">When is the text set in the past?What does the text tell you about the setting?What is the purpose of the text?To tell us ...The text of the character ...Explain why the text is written in the past.What does this paragraph tell you about the character/thing/event?What does this paragraph tell you about the character/thing/event?What does this paragraph tell you about the character/thing/event?	<ul style="list-style-type: none">How would you describe this story? What does it tell you about the story?What does this paragraph tell you about the character/thing/event?What does this paragraph tell you about the character/thing/event?What does this paragraph tell you about the character/thing/event?What does this paragraph tell you about the character/thing/event?What does this paragraph tell you about the character/thing/event?	<ul style="list-style-type: none">Can you remember these words? Use the text to explain what they mean.What happened after ...?What was the last thing that happened in the story?Can you summarise it in a sentence the opening sentence of the story?Can you order the events in the story?

Curriculum learning may look like this:

Rebecca Nicholson Monday 9:18 PM

Our topic this term is the Romans! You will get an assignment soon with some example of activities you can complete for this topic. Use your afternoons to complete these or research your own learning on Romans. To get you inspired here is a clip of Horrible Histories, <https://www.youtube.com/watch?v=V1P347atPw>

Reply

Assignments Monday 9:20 PM

Romans

Due 22 Sep

View assignment

Other messages you may share in teams;

Rebecca Nicholson Monday 8:24 PM

Well done for all your learning this morning so far! We are going to have a break now for 15 minutes and then we will have an English lesson. See you back here soon.

Reply

Rebecca Nicholson Monday 9:01 PM

Well done for today's English learning, I hope you have enjoyed the story of the Tibicena. Add in the comments what your favourite part was. We are going to have a five minute interval and then we will begin our Grammar lesson.

Reply

Rebecca Nicholson Monday 9:10 PM

It is time for lunch now. Teachers will not be available online during this time but everything will still be monitored. We will be back at 1pm to share the afternoon's learning with you.

Reply

Rebecca Nicholson Monday 9:21 PM

For the rest of the afternoon now I will now be available for live chat while I prepare the learning for tomorrow. You are welcome to post messages in the keeping in touch page but remember all messages posted in Teams are monitored and checked. Have a lovely rest of the day and I look forward to learning with you tomorrow.

Appendix 3

In the event of individual children in self-isolation learning will look as follows on Tapestry;

Learning at home 23.9.20

Authored by Rebecca Nicholson added 23 Sep 2020 11:01 AM

Edit

View History

Export

Like

Notes

Please find attached some home learning for Imogen to complete at home.

For maths - please watch this link and complete some one more activities with numbers up to 20. <https://vimeo.com/455207378>

For English - Practice using capital letters and full stops - <https://www.bbc.co.uk/teach/supermovers/ks1-english-capital-letters-full-stops/zjmrhbk>

Phonics - <https://www.youtube.com/watch?v=7sAGOVlJWjc&list=PLDe74j1F52zR84eglycRjjXMafuet0zJI&index=4>

This is set as a memo and marked by Becky Nicholson daily.

In the event of a partial or full closure learning will look as follows on Tapestry;

For Year One

Activities to be set daily by 10am for maths, English and phonics. A memo will be sent by 9am to outline the learning and expectations for the day.

Good morning, We are looking forward to seeing your learning at home today. Here is a timetable you might want to follow for your learning at home.

All the learning will be set in documents or as an activity. If you need any help with accessing any of this post a memo and a teacher will reply soon. For any activities you complete take photos or make notes and upload as an observation.

Timetable for Day 1 9 - 9:30 - Phonics - You can find today's activity in the activity section. 9:30 - 10 - Daily Reading - You can read your own book at home. 10 - 10:15 - Break and snack time 10:15 - 10:45 - Planned Activity linked to communication and language (<https://tapestryjournal.com/s/dosthill-primary-academy/shared-activity/84>) 10:45 - 11:30 - Maths - find today's activity in the activity section. 11:30 - 12:15 - Literacy - Find this activity in the document section. 12:15 - 1:15 - Lunch 1:15 - 3 - Curriculum activities. Take ideas from the activity menu in our document section.

Have a wonderful day.

Example time table

9 – 9:30 – *Daily exercise (e.g. Joe Wicks)*

9:30 – 10:00 – *Daily reading*

10 – 11 – *Maths*

11 – 11:15 – *Break*

11:15 – 12:15 – *English*

12:15 – 12:30 – *Phonics*

12:30 – 1:30 – *Lunch*

You can add new activities to the collection if none of the activities are suitable for the learners.

Add an Activity to Our Activities Collection

Save

Idea for an Activity	Options
<p>Title *</p> <input type="text"/>	<p>Draft/Publish</p> <p>Make Draft ▼</p>
<p>Notes</p> <div></div>	<p>Author</p> <p>Rebecca Nicholson ▼</p>

Year One Example maths

Add an Activity to Our Activities Collection

Idea for an Activity
<p>Title *</p> <input type="text" value="Maths Year One"/>
<p>Notes</p> <div><p>Here is a video link you may want to watch. https://vimeo.com/451798412</p><p>Attached is also a video introduction from your class teacher and a learning activity or you to complete. You can do this on paper and upload a photo to your Tapestry account. If you have any questions please put them as a memo. </p></div>

Year One Example English

Idea for an Activity
<p>Title *</p> <input type="text" value="English Year One"/>
<p>Notes</p> <div><p>Attached is also a video introduction from your class teacher and a learning activity or you to complete. You can do this on paper and upload a photo to your Tapestry account. Today we are practicing capital letters and full stops. Here is a game you might want to play; If you have any questions please put them as a memo.</p></div>

For Reception

Reception will follow Reception Medium Term plans with their areas for learning.

Activities must be set for Maths, phonics and reading however other areas of learning may need activities set. A memo will be sent by 9am to outline the learning and expectations for the day including an example time table for parents to follow.

Tapestry's Activities Catalogue

Category
Early Years Foundation Stage


EYFSA Area
Communication and Language

Stage
Reception

[Reset category form](#)


Search

Easter Egg Hunt




Resources: Chocolate eggs (or decorated paper mache eggs) Paper and pencils Activity: Hide a number of eggs around the house (or in the garden if possible). Draw a map for your child with locations...

Living is Learning - Bedtime



The moment when things start to slow down (hopefully!) and your child begins to learn that there are times in the day to be calm and quiet and that sleep is good for us (Physical Development: Health a...

Living is Learning - Going for a Walk



Check the weather, what to wear, which direction to go, things to notice – there's so much to learn when you go for a walk (Understanding the World: The World, Physical Development: Health and Self-Ca...

Good morning, We are looking forward to seeing your learning at home today. Here is a timetable you might want to follow for your learning at home.

All the learning will be set in documents or as an activity. If you need any help with accessing any of this post a memo and a teacher will reply soon. For any activities you complete take photos or make notes and upload as an observation.

Timetable for Day 1 9 - 9:30 - Phonics - You can find today's activity in the activity section. 9:30 - 10 - Daily Reading - You can read your own book at home. 10 - 10:15 - Break and snack time 10:15 - 10:45 - Planned Activity linked to communication and language (<https://tapestryjournal.com/s/dosthill-primary-academy/shared-activity/84>) 10:45 - 11:30 - Maths - find today's activity in the activity section. 11:30 - 12:15 - Literacy - Find this activity in the document section. 12:15 - 1:15 - Lunch 1:15 - 3 - Curriculum activities. Take ideas from the activity menu in our document section.

Have a wonderful day.

Appendix 4

Class communication records for Year Two to Six must be completed daily by teaching staff and teaching assistants.

SLT will monitor the class communications. All safeguarding concerns must be reported separately and not on the class communication.

	A	B	C
1	Name	22.9.20	23.9.20
2	Child 1	Responded in Teams during morning session.	
3	Child 2	Chat in Keeping in touch page.	
4	Child 3	Phone conversation - completing learning in CPG booklets.	
5	Child 4	No contact - phonecalls made but no response.	
6	Child 5	Responded in Teams during morning session.	
7	Child 6	No chat in team but completed online learning. Phone call to be made tomorrow.	
8	Child 7	Responded in Teams during morning session.	
9	Child 8	Responded in Teams during morning session.	

If no contact is made make the box red so this is apparent to all who monitor. Report to DSL if no contact for more than 2 days.

If no personal contact is made make the box yellow and ensure a phone call is made the following day.

For Reception and Year One class communication will be primarily through phone calls. A timetable will be provided for all staff (provided by CM and BN)

	A	B
1	Name	22.9.20
2	Child 1	Learning is being put on Tapestry but no phone conversation.
3	Child 2	No contact
4	Child 3	Phone call - learning at home. All well.
5		

If no personal contact is made make the box yellow and ensure a phone call is made the following day.

If no contact is made make the box red so this is apparent to all who monitor. Report to DSL if no contact for more than 2 days.

When making phone calls from home ensure that you are alone with no family members in the room. All phone calls made must be from private numbers. You can change this in your settings on your mobile device.

Appendix 5

Feedback examples to ensure responsiveness in a closure.

Feedback would be immediate during the “live lessons” through questioning. Polls would be encouraged to be used to assess learners. Other assessment tools could be Kahoot, quizzes etc. (Training for staff will be provided as part of a Professional Learning Session)

DFE have outlined some key points in the Remote Learning Good Practice document that can be found; <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

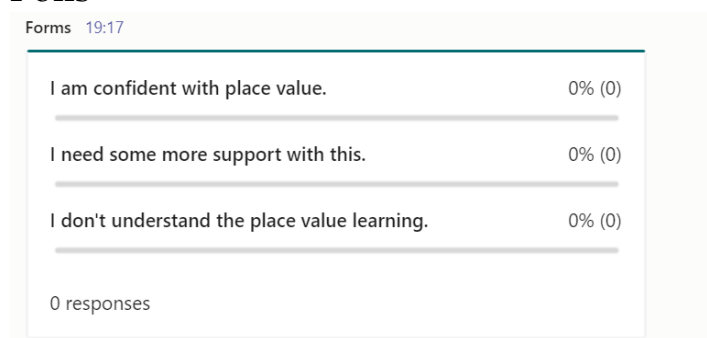
Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. (DFE 2020)

Assessing pupils' progress

Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back. Using the features of a multi-functional platform, teachers can create regular, pre and post-lesson quizzes. Consideration should be given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions. (DFE 2020)

Examples

Polls



Forms 19:17

I am confident with place value.	0% (0)
I need some more support with this.	0% (0)
I don't understand the place value learning.	0% (0)

0 responses

Staff would be expected to use this in the plenary part of their lesson to then support any learners who need extra intervention. Oak Academy videos may support these learners, or alternatively some modelling from the teacher can be sent to them as private assignments.

Where learning is set as an assignment the learning should be marked as it would be in school, with feedback provided to support the on-going learning. Staff should refrain from providing repetitive and non-specific feedback. Where learners are achieving the challenge, extra challenges can be given in the form of questioning or tasks. Learning should be differentiated as it would be in class to ensure all learners are able to access the challenge.

Well done x You have a great understanding of rounding. Practice counting in 10's from any number, remember that when counting in ten's the ones column will never change. Have a look at this video online to help you, <https://www.youtube.com/watch?v=S3C3dzu1pFo>
You can practice some extra challenges in your book starting from the numbers, 134, 753, 231 and 545

More examples will be provided for staff through out the academic year.

Appendix 6

Families with no devices for online learning.

All families have been sent a form to complete regarding devices at home. From this staff will be made aware of those learners in their year group. The IT lead and all of SLT have copies of this for all year groups.

Home learning

A paper copy of the home learning should be provided. This includes the spellings, a fortnightly reading comprehension which can be printed from Cracking Comprehension, an arithmetic quiz or times tables which can be printed from the TT Rockstars and the home learning sheet. All learners have been given home learning books to complete the learning in.

The expectation would be that staff collect in this learning and mark it weekly.

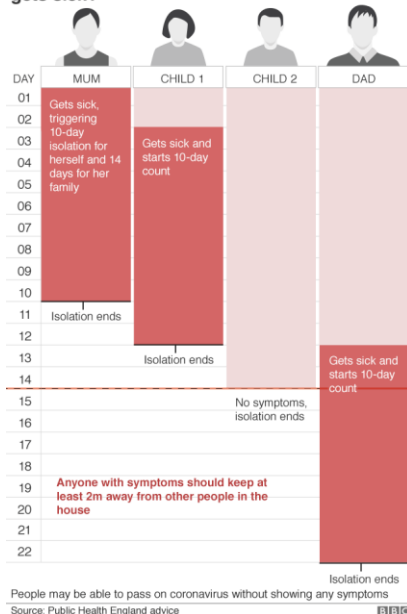
Self-Isolating Learners.

Learning will be created on the first day of self-isolation for these learners and put into a pack which will be posted first class to the learners' address. The pack must include the common exception words for the allocated year group, a talk for writing unit from the closure period and the current learning from whiterose. The expectation would be that these are marked at home by the parents. Staff could review this learning on return but no formal marking would take place.

School closure Learners

If a bubble closure occurs learning will be sent to children by post. These learners would have learning provided in a pack which would be suitable for the full closure. The expectation would be that these are marked at home by the parents. Staff could review this learning on return but no formal marking would take place. These learners would be contacted by telephone to check in on their learning and well-being. On return assessment of these learners would take place to ensure teachers are aware of gaps. Some one to one teaching may have to occur to ensure there is no lost learning.

Appendix 7

What to do if.....	Action Needed	Return to school when....	School actions
<p>Child has one of these three symptoms</p> <ol style="list-style-type: none"> 1. New and persistent cough 2. High temperature 3. Loss of, or change in their normal sense of taste or smell 	<p>DO NOT COME TO SCHOOL Contact school to inform us by 8am. Arrange to have a test by calling 119 or visiting the NHS website. The whole household self-isolate until you have had the results of your test.</p>	<p>...the test comes back negative What happens if someone in your family gets sick?</p> 	<p>School will offer learning on Teams from 11:30am and a timetable should be followed. 9 -9:30: Daily exercise (e.g. Joe Wicks) 9:30-10:00: Spellings; common exception words for your year group. Use the strategy sheet to practise your spellings in different ways. These can be found in the documents area of your class teams or Tapestry. 10 -10:15: Break 10:15- 11:00: TT Rockstars or Numbots 11-11:30: Home reading (Book banded book or reading for pleasure) 11:30-12:15: Grammar (KS2) or Phonics (Early Years and KS1) 12:15-1:15: Lunch 1:15- 2:15: Maths 2:15- 3:15: Curriculum based learning linked to topic.</p>
<p>Child tests positive for COVID 19</p>	<p>DO NOT COME TO SCHOOL Contact school to inform us Agree an earliest date for possible return. Minimum of 10 days. Self-isolate the whole household for 14 days</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from</p>	<p>...they feel better. They can return after 10 days even if they still have a cough or change/loss of smell as these symptoms can last for several weeks.</p>	<p>School works with local health protection team, identify those who have been in close contact with the student: Close contact means: *direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected</p>

	the day they develop symptoms.		<p>physical contact (skin-to-skin)</p> <p>*proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</p> <p>*travelling in a small vehicle, like a car, with an infected person</p> <p>These people should self-isolate for 14 days since they were last in close contact with that person</p> <p>Household members of those sent home do not need to self-isolate, unless the person who was sent home develops symptoms. They should get a test if they show symptoms.</p> <p>If the test shows negative they should still isolate for 14 days.</p> <p>School will offer learning on Teams from 11:30am and a timetable should be followed (see above).</p>
My child is ill with symptoms not linked to COVID-19	FOLLOW USUAL SCHOOL ABSENCE PROCEDURE	If the absence is due to sickness or diarrhea, children can return after 48 hrs following the last bout of sickness	
Someone in my household has COVID-19 symptoms	<p>DO NOT COME TO SCHOOL</p> <p>Contact school</p> <p>Self-isolate the whole household for 14 days</p> <p>Household member to get tested.</p> <p>INFORM SCHOOL IMMEDIATELY ABOUT TEST RESULTS</p>	...the test comes back negative for the member of the household	<p>School will offer learning on Teams or Tapestry from 11:30am and a timetable should be followed.</p> <p>9 -9:30: Daily exercise (e.g. Joe Wicks)</p> <p>9:30-10:00: Spellings; common exception words for your year group.</p>

		<p>What happens if someone in your family gets sick?</p>	<p>Use the strategy sheet to practise your spellings in different ways. These can be found in the documents area of your class teams or Tapestry.</p> <p>10 -10:15: Break</p> <p>10:15- 11:00: TT Rockstars or Numbots</p> <p>11-11:30: Home reading (Book banded book or reading for pleasure)</p> <p>11:30-12:15: Grammar (KS2) or Phonics (Early Years and KS1)</p> <p>12:15-1:15: Lunch</p> <p>1:15- 2:15: Maths</p> <p>2:15- 3:15: Curriculum based learning linked to topic.</p>
Someone in my household tests positive for COVID-19	<p>DO NOT COME TO SCHOOL</p> <p>Contact school</p> <p>Agree an earliest date for possible return.</p> <p>Minimum of 14 days</p> <p>If your child starts to have COVID-19 symptoms they should isolate for another 10 days from when the symptoms started.</p> <p>Contact school again to agree a date for possible return.</p>	<p>...the child has completed the correct number of days of isolation</p>	<p>School will offer learning on Teams from 11:30am and a timetable should be followed.</p> <p>9 -9:30: Daily exercise (e.g. Joe Wicks)</p> <p>9:30-10:00: Spellings; common exception words for your year group.</p> <p>Use the strategy sheet to practise your spellings in different ways. These can be found in the documents area of your class teams or Tapestry.</p> <p>10 -10:15: Break</p> <p>10:15- 11:00: TT Rockstars or Numbots</p> <p>11-11:30: Home reading (Book banded book or reading for pleasure)</p>

			<p>11:30-12:15: Grammar (KS2) or Phonics (Early Years and KS1)</p> <p>12:15-1:15: Lunch</p> <p>1:15- 2:15: Maths</p> <p>2:15- 3:15: Curriculum based learning linked to topic.</p>
<p>NHS track and trace has identified my child has been in close contact with someone with symptoms of confirmed COVID-19</p>	<p>DO NOT COME TO SCHOOL</p> <p>Contact school</p> <p>Agree an earliest date for possible return. Minimum of 14 days</p> <p>If they develop symptoms they must get a test.</p> <p>If the test delivers a negative result they must still isolate for the remainder of the 14 days.</p>	<p>...the child has completed 14 days of isolation</p>	<p>School will offer learning on Teams from 11:30am and a timetable should be followed.</p> <p>9 -9:30: Daily exercise (e.g. Joe Wicks)</p> <p>9:30-10:00: Spellings; common exception words for your year group. Use the strategy sheet to practise your spellings in different ways. These can be found in the documents area of your class teams or Tapestry.</p> <p>10 -10:15: Break</p> <p>10:15- 11:00: TT Rockstars or Numbots</p> <p>11-11:30: Home reading (Book banded book or reading for pleasure)</p> <p>11:30-12:15: Grammar (KS2) or Phonics (Early Years and KS1)</p> <p>12:15-1:15: Lunch</p> <p>1:15- 2:15: Maths</p> <p>2:15- 3:15: Curriculum based learning linked to topic.</p>
<p>My child's bubble is not in school due to a COVID-19 outbreak</p>	<p>DO NOT COME TO SCHOOL</p> <p>At home, support your child with remote education provided by the school</p> <p>Your child will isolate for 14 days.</p> <p>If they develop symptoms they must get a test.</p>	<p>...school will inform you when the bubble will return to school.</p>	<p>School will provide learning for the first day of closure on Teams similar to that of the self-isolating absence. From day 2, learning will be set live with the class teacher monitoring on Teams.</p>

	<p>If the test delivers a negative result they must still isolate for the remainder of the 14 days.</p>		<p>9 – 9:30 – Daily exercise (e.g. Joe Wicks) 9:30 – 10:30 – Maths (pre-recorded video available daily) 10:30 – 10:45 – Break 10:45 – 11:30 – English (pre-recorded video available daily) 11:30 – 12:00 – Grammar (KS2) or Phonics (Early Years and KS1) 12 – 1pm – Lunch (Staff will not be available for chat during this time) 1pm – 1:30pm – Daily reading 1:30pm – 3pm – Curriculum based learning linked to topic (One pre recorded video will be available for the week)</p>
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10 TOP TIPS

REMOTE LEARNING FOR PARENTS

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

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

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



3) Establish a daily schedule and routine

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



4) Encourage screen breaks away from devices

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



5) Ensure your learning device is in a public space in the home

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



6) Implement safety controls and privacy restrictions on apps and software

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



7) Ensure your child only uses official school communication channels

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



8) Familiarise yourself with relevant school policies

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



9) Maintain feedback with teachers

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



Smart devices promise to make our lives easier. And in many cases - they do. But these new technologies present risks too. Whether you're using a digital assistant to record your shopping list or you're controlling your lights through a smart system, many smart functions can be 'hacked' and controlled by someone outside your home. This guide will help you identify some of the ways you can stay alert and protect yourself.

1

KNOW THE RISKS

The success of any smart device relies on it communicating with other devices using the Internet. It's an unavoidable part of using smart devices, but it does expose you to numerous risks. Attackers could use the Internet connection to steal your data for identity fraud or to make unauthorised purchases through your devices. There is even potential for more sinister exploitation, such as child grooming or cyber-bullying.

2

WHAT IS THE INTERNET OF THINGS?

This is the term given to all the devices connected to the Internet in your home. It includes a new digital doorbell connected to your smartphone, your kettle that boils when you tell it to on your tablet or your heating that comes on when you swipe on your smart watch. The Internet of Things (IoT) is designed to make life easier, but it also opens up your home network to potential cyber-attacks. It doesn't mean you can't enjoy the benefits, but it does mean being aware of the potential negatives.

3

CHECK ENCRYPTION SETTINGS

Whenever data is sent over the Internet, it is 'encrypted'. This makes it harder to read if it's intercepted. You should look to use a strong encryption setting, such as WPA2, rather than WPA or WEP. Again, you can check your router manual for how to do this.

6

RENAME THE 'GATEWAY' TO YOUR HOME

Your Internet router is the virtual gateway to your home network. It needs protecting. To do this, you should change the default name (the SSID) and password. You can usually find steps to do this in the instruction manual. Don't use your family name. Choose something more obscure. Make the password complicated too, using upper and lower-case letters, numbers and symbols. Do this for your router and any other smart devices connected to the Internet.



5

KEEP YOUR SOFTWARE UP TO DATE

Manufacturers constantly update and improve software used in smart devices. Some will automatically alert you to an update, but not all do. To be on the safe side, it's a good idea to set reminders in your calendar. Check the manufacturer's website for any updates and run them if necessary.

4

SECURE YOUR DEVICES

If you do use apps on your smartphone to control devices in your home, make sure your smartphone is secure. At the very least make sure the pin function is enabled, as well as any biometric authentication you have. Where possible, it's also a good idea to download some anti-virus software for your smartphone.

14 Top Tips To Get Smart About The DEVICES In Your Home



National Online Safety®



7

USE A SEPARATE NETWORK FOR GUESTS

If your router has a feature that allows you to set up a separate network for guests, you should use it. That way, when guests use your Wi-Fi they won't have access to your devices.

8

SAY GOODBYE TO SIRI AND ALEXA

It's a good idea to change the activation words on your smart devices so they are unique to you and your family. This makes it that much harder for people to break into your smart devices.



9

DEACTIVATE ANY UNNECESSARY FEATURES

Though it's a fun idea, you probably don't need to control your kettle from outside the house. In fact there are often many unnecessary features included on smart devices. Where possible, you should look to disable these. Doing so reduces the ability for people to hack your devices. And, when someone sees you've actively taken steps to increase security, they're less inclined to try to compromise them.



10

TRUST YOUR INSTINCTS

If you ever feel something is wrong or your network is being exploited, visit the manufacturer's website or ring their technical support department. It's better to be safe than sorry.

11

UPDATE SOFTWARE

Manufacturers constantly update and improve software used in smart devices. Some will automatically alert you to an update, but not all do. To be on the safe side, it's a good idea to set reminders in your calendar. Check the manufacturer's website for any updates and run them if necessary.

12

BUILD A WALL

You could also purchase a dedicated 'firewall' device. This is something that plugs into your network and stops cyber threats reaching your router. Some routers do have a firewall element included, but they are no replacement for the real thing. A firewall device thoroughly analyses information coming into and out of your network and helps stop malicious attacks. A security device is strongly recommended to anyone who works from home or deals with sensitive information.



13

SECURE YOUR SMARTPHONE

If you do use apps on your smartphone to control devices in your home, make sure your smartphone is secure. At the very least make sure the pin function is enabled, as well as any biometric authentication you have. Where possible, it's also a good idea to download some anti-virus software for your smartphone too.



14

REGULARLY AUDIT YOUR DEVICES AND CONSOLES

Every now and then you should check through all of your smart devices (including games consoles connected to the Internet). Turn them off at the mains and disconnect them from the Internet. In fact, it's good practice to disconnect any devices that aren't in use. It's a small thing but really does help. Even when you think a device might be in sleep mode, if it's connected to the Internet it could still be listening or streaming data.



Meet our expert

Emma Davis was a secondary school Computer Science teacher for more than decade. Since leaving education, she has been working in a cyber security firm delivering cyber awareness training to businesses and carrying out network testing. She is a mother of a five-year-old, she's had vast experience of controlling and managing how children access online services and use apps.



SOURCES: <https://www.ncsc.gov.uk>, <https://www.getsafeonline.org>

www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 17.04.2019

What parents need to know about MICROSOFT TEAMS

DISCLOSING PERSONAL DETAILS

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



CYBERBULLYING

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

#BULLY



INAPPROPRIATE CHAT

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



HACKING RISK

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



VIRUS INFECTION

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



LIVE STREAMING RISKS

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



Safety Tips for Parents & Carers

BLOCK USERS

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



PROTECT PERSONAL INFO

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



ENABLE BACKGROUND BLUR

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



UPDATE COMPUTER SECURITY

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



TALK ABOUT RISKS

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



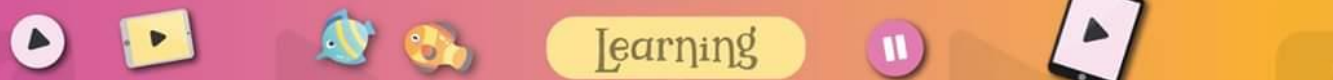
AVOID VIDEO/AUDIO

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





Suggested Apps and Games For EARLY YEARS



FISH SCHOOL HD



This app teaches young children (age 2-5) about important things like letters, shapes, numbers and more, all set in a colourful underwater setting with adorable sea creatures. The basic idea has fish and sea creatures forming the shapes of letters, numbers etc that your little one can identify. Developers Duck Duck Moose have a lineage of creating family friendly apps and games with 21 top-selling apps since 2008. Fish School HD has over 50,000 downloads and offers a rounded package of activities, but many other apps by this developer are highly rated and offer a few twists on the formula. As always it's worth checking a few out to see which best suits your child's interests. Fish School HD is available for free on iOS and Android.

Learning

GREEN EGGS AND HAM - DR. SEUSS



The classic Dr. Seuss book has been reworked into an interactive adventure for modern day devices, with an emphasis on encouraging literacy learning in younger children. Within the app, there's a few different options on how to enjoy the story: you can read it aloud together, have the app read the book and follow along, or just play the story through automatically. You can even tap on words to hear them individually to practice vocabulary. While the app will set you back £3.79 on Android (£3.99 on iOS) it has an excellent rating and over 10,000 downloads, with many noting how much their young children have enjoyed the story. It speaks volumes about the quality of the work, too, that a book from 1960 can still be read and loved by children some two generations after its initial release.

TOCA LAB: ELEMENTS



Toca Lab is the app of choice in encouraging little scientists to get to grips with elements, our world and how physics and chemistry work. This one might be a little advanced for younger kids and, though it has a PEGI 3 rating, it does recommend ages 6-8 in the description. All 118 elements are present in Toca Labs and kids are encouraged to find and test them all. Experimenting with things like Gold, Neon, Hydrogen and more, it gives a better grasp of how everything in our universe is formed. Bear in mind though that it's not meant to be a scientifically accurate account of how elements react, but to build curiosity in young minds. The app is available on iOS and Android for £3.99.

BAREFOOT WORLD ATLAS



What's the next best thing to travelling the world? Well, for kids with access to an iPad or Apple phone, Barefoot World Atlas could be a close second. In this app available only on iOS for £4.99, kids and adults can explore the globe from the comfort of their own homes and learn all about our planet. The app, which is rated 4+, only appears on Apple devices but the sheer amount of information contained in here will keep curious kids busy for hours on end.

SKETCHBOOK - DRAW AND PAINT (AUTODESK SKETCHBOOK ON IOS)



Encouraging artistic ability at an early age can often be invaluable in letting kid's imaginations loose and there are many apps that allow them to unlock that passion. SketchBook comes highly recommended with over 300,000 reviews. Essentially, the app comprises a blank canvas and a host of "fast and powerful creative sketching tools" like pens, pencils and paint brushes to let those creative juices flow. SketchBook is rated PEGI 3 so even younger children should be able to get to grips with it. However, it could prove a little too complex for some and the large collection of tools and crisp graphics would suit a larger screen like an iPad, over a mobile phone. Despite this, the ability to simply mess around and doodle, coupled with more advanced accessibility later down the line, should make it a must own for all age ranges. The app is free to download on both Android and iOS.



Just for Fun

LITTLE FRIENDS: CATS & DOGS



If you're looking to introduce pets into the family home but aren't sure about how your children might react, a good way to get your younger ones acquainted with an animal before a big commitment is a game like Little Friends: Cats & Dogs. This Nintendo Switch game tasks players with feeding, playing with and loving their own virtual cat or dog. Much like Nintendogs or even Tamagotchi of the 90s, Little Friends is a fun way to build up confidence to owning a real animal. While only a 1 player game, Little Friends: Cats & Dogs is suitable for all ages and entirely offline, so there's nothing at all to worry about when they're enjoying it alone.

YOUTUBE KIDS



YouTube Kids takes the popular YouTube format and curates a more specialised environment for children to search through. While any age range can benefit from YouTube Kids, the 'Preschool' Mode is specifically designed for kids aged 4 and under. According to the app's description, 'Preschool' Mode promotes creativity, playfulness, learning and exploration through its channels. The inclusion of parental controls (limited screen-time, video blocking and flagging) and strict ad monitoring by YouTube means the experience is incredibly safe for younger kids. It should be noted that in the app description, YouTube says that any inappropriate content can slip through the cracks, but they're constantly implementing updates to stop these. A hugely popular app, YouTube Kids is available on iOS and Android with well over 100 million downloads.

BBC iPLAYER KIDS



This app is designed for kids and lets them watch all their favourite CBBC and CBeebies shows in one place. The simple presentation is super easy to navigate and the app itself is entirely free on both Android and iOS with no adverts whatsoever. BBC iPlayer Kids can download shows to your device's internal storage allowing you to take all the best bits with you when there's no WiFi and multiple profiles mean everybody gets straight to their favourites with minimal fuss. According to the app description, it will ask for your child's name and age to recommend other programmes it thinks they might like.

MARIO KART 8 DELUXE



Mario Kart has been a staple of Nintendo consoles since 1992. It has been a favourite of young and old alike for over 20 years and is always an incredibly fun experience. Now exclusively on the Nintendo Switch with Mario Kart 8, the bells and whistles may have changed, but the enjoyable core gameplay and challenge have not. Suitable for all ages, Mario Kart can be played alone, online or at home with up to 4 players on one screen. The ability to take the Switch out with you into the world and play wherever you like is a huge advantage over other games and means you can always be sure of some quick entertainment.

ROCKET LEAGUE



The concept behind Rocket League takes teams of jet-fuelled cars zipping around football-inspired pitches in an attempt to knock a giant, over-sized ball into nets. Rated PEGI 3, the challenge of Rocket League is probably more suited to those 5 and up, but anybody can enjoy the bright colours and fun gameplay. Rocket League is available on Windows PC, Mac, PlayStation, Xbox One and Nintendo Switch at various price points. Be warned though, you can spend money in the game for certain items so be sure you know when your young ones are playing and what they're buying.

Meet our expert

Mark Foster has worked in the gaming industry for 5 years as a writer, editor and presenter. He is the current gaming editor of two of the biggest gaming news sites in the world, UNILAD Gaming and GAMINGBIBLE. Starting gaming from a young age with his siblings, he has a passion for understanding how games and tech work, but more importantly, how to make them safe and fun.



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Suggested Apps and Games For 7-11 YEARS



Learning



MAGIC PIANO BY SMILE

While Magic Piano doesn't strictly teach you how to play the piano, it does teach hand-eye coordination and can help spark creativity in young minds. Users can play along to a variety of popular songs on a range of difficulty levels in an attempt to get through the song with as few mistakes as possible, increasing dexterity and reaction times. Free on iOS & Android, the game does contain some ads and in-app purchases, so be sure to check these out before letting younger players unleash their musical side. Magic Piano is PEGI 3 rated but requires slightly more nimble hands to master so older kids will get the most from this.



azoomee

AZOOMEE

Azoomee houses over 1,000 games, videos and activities for kids of all ages to play, have fun and most importantly, develop their key skills in. The app is award winning, BAFTA nominated, supported by the NSPCC (according to the description on their app page) and comes with a suite of parental controls built in. As well as educational games, activities and kid's favourite TV shows, the app also has a built-in chat feature where they can talk to their friends safely. A nice little touch is that if you buy a subscription to Azoomee for unlimited premium content for £4.99 a month, a portion of the money raised goes towards supporting the NSPCC. The app is available on iOS, Android and Amazon.



POLY BRIDGE

While Poly Bridge could be easily enjoyed solely as a game, it's actually an incredibly clever way to learn critical thinking and engineering skills in a kid friendly way. It's set in a colourful, cartoony world and has extremely simple gameplay. In Poly Bridge, it's your task to get cars, buses, trucks, boats and more safely to their destination by designing bridges that are safe and practical. How those bridges are created is entirely up to you. With over 100 levels, a sandbox mode and almost infinite playability, Poly Bridge is available on PC, Android, iOS and Nintendo Switch at various price points, so be sure to check which is the best option for you.



CROSSWORD PUZZLES (WUBU APPS LTD)

Crossword puzzles might not immediately seem like a learning game for younger kids, but they're incredibly effective at building strong word skills and problem solving. This one by Wubu Apps Limited is exclusive to iOS and constantly changes its roster of daily crosswords and challenges, although there are a whole bunch of apps available out there which do similar things. The app is rated 4+ but would likely be suited to kids a little older as the crosswords are designed for adults as well. As mentioned, Crossword Puzzles is only available on iOS devices and is free to download but does contain in-app purchases.



SCRIBBLENAUTS UNLIMITED

Scribblenauts is a game like few others in that it actively encourages children to use their intuition to solve a variety of puzzles. Armed only with their imagination, players must complete levels by conjuring potentially useful items for main character Maxwell to collect the Starites and achieve his goal. The game helps create strong vocabulary and word association to a fun 2D backdrop. While any version of Scribblenauts is good, Unlimited is the most readily available, being released on Wii U, PC, Nintendo 3DS, iOS and Android devices, PS4, Xbox One and Nintendo Switch.



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Just for Fun



SUPER MARIO ODYSSEY

Widely regarded as one of the greatest games Nintendo have ever made, Super Mario Odyssey provides family friendly fun and a challenging environment for kids to learn new skills in a video game. Rated PEGI 7, Odyssey can be enjoyed by almost any age range, even those who are young at heart. The caveat is that the game is only available on Nintendo Switch, so some investment will need to be made, but the console boasts a host of other child-safe titles and the ability to play on the go as well as at home.



NETFLIX

As obvious as it may sound, Netflix's children's section is ideal for keeping young ones and toddlers out of trouble on long journeys or at home. The specific profile for kids allows them to only view content appropriate for younger audiences which lets you and them watch their favourite shows and movies anywhere, at any time. Curated playlists, easy navigation through TV series and movies, and no-hassle auto-play means a stress-free guarantee. The only downside to the app is that it requires a Netflix subscription in order to use it but if you're happy to pay the monthly cost, it's an absolute must for any parent.



MINECRAFT

Minecraft is one of those rare, timeless classics that can be enjoyed by every age group. Coming in both a console version and a pocket edition for mobile devices, the sandbox world-building fun in Minecraft can be an amazing place to let your imagination run wild. The game can be played online with friends and supports cross-play, meaning that no matter what device everybody has, it can be played together. While the game isn't free, it will undoubtedly provide hours and hours of fun for the whole family so it's worth the investment of a one-time purchase. As one of the most popular games ever released, it inspires critical thinking, problem solving and above all, fun.



LEGO MOVIE MAKER 2

The LEGO Movie Maker 2 app lets users create their own stop-motion movies and upload them for others to watch online. Kids can create a short LEGO movie in whatever genre they like using a range of easy to use tools and are able to add in sounds and visual effects to make the videos look super realistic. All movies are moderated before they make it online so you can be sure no sensitive information is uploaded or viewed by third parties. The app is free to download on both iOS and Android devices but does require creation of a LEGO account to upload videos. The only information needed for an account is the country you live in, your email address and date of birth. While it's rated for 4+, kids of 8 and up will get the most out of this one.



ADVENTURES OF POCO ECO: LOST SOUNDS

If something more slow-paced and chilled out is on your radar, Adventures of Poco Eco should be able to scratch that itch. With an emphasis on creating a rich and inviting musical soundscape over hardcore gameplay, the puzzle action is perfect for unwinding young minds, as opposed to challenging them. The single-player game is available on all iOS and Android devices, as well as the Amazon Kindle Store and you can also nab yourself a free copy of the soundtrack with the purchase.

Meet our expert

Mark Foster has worked in the gaming industry for 5 years as a writer, editor and presenter. He is the current gaming editor of two of the biggest gaming news sites in the world, UNILAD Gaming and GAMINGBIBLE. Starting gaming from a young age with his siblings, he has a passion for understanding how games and tech work, but more importantly, how to make them safe and fun.



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