NPAT Virtual Learning Guidance: Live and Recorded Lesson Support

DfE Guidance:
Safeguarding and remote education during coronavirus(Covid-19)
Remote education good practice Published 1 October 2020

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As stated the 'NPAT Education Guidelines' and each specific school's 'Blended Learning Strategy' it may be required that a pupil has to work remotely using an online platform or through streaming into live lessons. The guidelines stated below should ensure blended learning can operate safely and effectively.

Online education should follow the same principles set out in the school's code of conduct, safeguarding policy and behaviour policy. Teachers are required to be kept safe as well as pupils. It is vital that communication with parents and carers is effective to make them aware of:

- Expectations for remote learning
- Sites the pupils will be asked to use
- How school staff will interact with their pupil

If a teacher, parent, carer or pupil has a concern while completing any remote learning, it is essential that they know how to report this so any safeguarding concerns can be raised immediately. Concerns could involve uncomfortable, harmful, offensive, threatening, discriminatory and upsetting content or bullying or abuse.

Communication with parents, carers and pupils should remain professional at all times:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school communication methods approved by the senior leadership team
- use school email accounts only (Personal emails are not allowed due to GDPR)
- teachers should only use school provided devices when communicating with pupils and parents
- teachers must not share personal information relating to themselves, staff or pupils

IT Considerations

- Teachers must consider which websites and activities they signpost to pupils carefully, remembering that online access on school devices will have internet content filtering systems in place that are unlikely to be replicated in the home environment. Pupils may be inadvertently exposed to inappropriate content or advertising.
- Teachers must be mindful that pupils do not incur surprising costs, e.g. mobile data access charges. Consider that video utilises significant amounts of data.
- Teachers must consider the working memory of pupils and be aware that learning to use new technology will detract from pupil ability to access the lesson content.
- Teachers should consider providing tutorials or instructions in advance of lessons and consider how they will provide logistical support in a way which avoids disruption during the teaching.
- Consider the security of teacher devices, in particular cameras and microphones.
- If possible, teachers should avoid using personal devices to provide interactive lessons, and use school provided equipment. When this is not possible teachers are advised to contact students through the school's remote access system and school email account. If teachers do not have access to a school phone, teachers need to use the 121 function prior to dialling to conceal their contact details.
- Teachers must never share their personal email addresses or phone numbers with pupils and their parents.

Online Safety

DfE Guidelines: [Teaching Online Safety in Schools](#)

Online or offline, effective Safeguarding requires a whole-school approach. Any additions to the safeguarding policy due to Covid-19 related to remote learning need to be recorded in the school's safeguarding policy addendum. Online tuition must follow best practice and all interactions must be in-line with the School's Safeguarding Policy Teachers are reminded of their safeguarding obligations and the teachers Code of Conduct. Any safeguarding incidents or potential concerns must be reported according to the school policy.

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Resources to support parents to keep their pupils safe can be found at:

- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Pupilnet offers a toolkit to support parents and carers of pupils of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help pupils get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their pupils safe online, including tips to keep primary aged pupils safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers

DfE Key Points:

- It is important to teach pupils about the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app.
- Schools also need an understanding of the risks that exist online so they can tailor their teaching and support to the specific needs of their pupils.
- Schools can refer to the Education for a Connected World Framework for age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.
- When planning their curriculum, and how online safety fits within it, there are a number of areas we recommend schools consider, for example how to support vulnerable pupils.
- We recommend that schools embed teaching about online safety and harms within a whole school approach.

Virtual Lessons and Live Streaming Expectations

Schools are to consider when live lessons would be appropriate and beneficially as part of the home learning strategy. Live streaming has potential risks which will need to be considered and steps put in place to mitigate before use. For example, a live streamed lesson works effectively when it is only the teacher and the whiteboard/Smartboard visible. This offers the child at home a front row seat to the lesson and the children in school are not visible.

It is not an expectation that all staff have to stream live lessons but if it is deemed appropriate this guidance will need to be read by any staff involved and staff need to sign that they have read and understood all expectations. The NPAT central team are available to guide and support the implementation of live lessons.

Virtual lessons and live streaming should only happen when using a safe platform that has been agreed by the SLT and is known to the parents, carers and pupils. Platforms should be chosen carefully and we must be cautious of introducing pupils to too many platforms so that we don't overwhelm the pupils and their parents/carers. Prior the first live lesson it is vital that permissions have been sought so pupils can participate and consent to be recorded. Expectations and rules need to be adhered to and if there are any concerns the live stream needs to be ended instantly and reported to SLT or the DSL using the school's safeguarding policy.

Expectations for Staff

Prior to the virtual lesson:

- As no identifiable, personal data is going to be shared, consent does not need to be sought, however expectations of live lessons must be sent to parents or carers prior to the first live sessions to ensure they understand that the lesson will be recorded and stored for 20 days.
- All recordings are to be kept for 20 days for two reasons:
    1. **Safeguarding Purposes** - To give the highest level of protection for your child online by ensuring the appropriate behaviour of all involved in the lessons and meetings.
    2. **Catch-Up Learning** - To allow children who miss a lesson, for whatever reason, to watch the lesson and catch up with their learning.
- At the end of the 20 days the recordings must be deleted.
- Where possible, teachers should use school provided devices when communicating with pupils and parents. If teachers do not have access to a school phone, teachers need to use the 121 function prior to dialling to conceal their contact details.
- Ensure all settings are up to date prior to live lessons. Microsoft Teams has a helpful guide that can be found here: https://docs.microsoft.com/en-us/MicrosoftTeams/remote-learning-edu#2-configure-user-experiences-using-policies
- Make sure you and your pupils understand how to use systems ensuring relevant policies are adhered to including safeguarding, behaviour, attendance, online safety.
- Where online content requires the sharing of personal data, e.g. usernames to invite in, pupils must use their school-provided email address to receive any links.
- If a parent is logging onto a virtual lesson platform, e.g. zoom, to provide their child access they must ensure the name visible on the screen to all is changed to the child's name. Teachers may need to support parents or carer to show how to do this.
- Ensure any links shared to access the live lesson are secure via teams or zoom.
- Be careful not to share usernames and any other personal data to access online resources.
- Take care not to share multiple contact details and use Bcc when emailing multiple people.
- Teachers should find a quiet, private room when delivering live streaming/recording on line lessons.
- Consider your background and use the blurring tool if working from home.
- Ensure the settings mean the teacher is in control of the screen.
- Ensure all participants know how to how to mute and unmute, including how to hide the camera when required
- Calls and live streaming **must never be on a 1:1** basis between a teacher and a pupil unless pre-approved by SLT e.g. for pupils with SEND or vulnerable learners.
- Suitable, professional clothing must be worn by staff.
- Teachers should log on 5 minutes before start of lesson to ensure they are there to administer the waiting room and welcome children.
- If a supply teacher is providing the virtual lesson, they must have signed to say they have read and understood the NPAT Virtual Guidance. They must be accompanied by an employed member of a staff within any lessons they teach virtually.

During the virtual lesson:

- All live lessons need to be monitored, recording the date, time, length of each session and noting down any pupils arriving late or missing the lesson.

- Do not start the live stream without another member of staff present.
- Pupils should use their first names on their display screen.
- Share the rules of live streaming with the pupils at the start of the live stream to remind them of key features to ensure the time is effective and safe.
- Live classes should be of a reasonable length of time and have a clear objective.
- Content must be well planned and succinctly delivered so pupils are not required to be online for unnecessarily lengthy periods.
- All language used must be professional and appropriate.
- Issue pupils with behaviour reminders, specifically about respecting others and how to use the chat box for commentary.
- Pupils who do not wish to appear on the recording should be advised to turn off their camera and mute audio.
- Consider whether you want pupils to be able to talk or are muted and/or if you require their cameras on and how they can signal that they have a question.
- Audio may be muted for both pupils and teachers if background noise becomes a disruption.
- Ensure pupils know what to do if they want to ask a question or need further help.

Completing the virtual session:

- When using Teams, to stop pupils re-joining a Teams call without the teacher there, you must click <u>End Meeting</u>, not the 'hang up' button.
- Have a regular time within staff meeting to share any lessons learnt during live lessons to minimise any mistakes occurring and to share good practice.

Expectations for the parents, carers and pupils

- Attendance to the lesson is acceptable for consent after the expectations have been shared as stated above.
- If a pupil will not be attending, parents or carers need to inform the school.
- Parents and carers are to be told to consider the background and taught how to blur the background.
- No identifiable materials should be in the background e.g. photos of family members, inappropriate posters.
- Parents or carers must ensure pupils are suitably dressed as well as any other members of the household.
- When entering an online, all pupils must mute their microphones on entry and await instructions.
- Pupils are to remain muted when not talking.
- Parents, carers and pupils should be made aware that all live class lessons will be recorded and may be reviewed.
- Parent and carers may choose to turn off their camera if they do not wish to be recorded.
- Parents and carers must respect all pupils within the call and follow the school behaviour policy.
- Parents and carers are responsible for the use of appropriate language within their home.
- Parent, carers or pupils should not record the lesson on their own devices.