



Remote Learning Policy

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Committee with oversight for this policy	Governance Committee
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1. Aims

This remote learning policy for staff aims to:

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

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

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

Remote education will not be used as a justification for sending pupils home due to misbehaviour.

This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers/ Support times will be available between 8:40am and 3:15pm – at certain times – these times will be clearly communicated to parents. In addition, they will be available outside of teaching hours as per the open-door policy between 8:15am and 4:00pm.

- However, as staff maybe full-time teaching emails / queries will be responded to in priority/ urgency order outside of teaching times. Where possible a same day response will be given.
- Please note responses to emails etc will not be given outside of the stipulated hours

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
 - Plan a timetable that allows for some Live sessions with pupils- and clearly identifies key times in the day / week where regular contact will be made with the pupil from staff members.
 - Ensuring they provide the minimal amount of work they need to provide as outlined by the DfE
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely. The Learning Mentor and the SENCO will support with this as and when appropriate.

They are also responsible for:

- Setting work –
 - For their class or any class that they are covering
 - The amount of work they need to provide will be in line with DfE guidance from January 2021
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
 - 5 hours a day for KS3 and KS4
 - The tasks will be set on Microsoft Teams at the latest by 8:30 am each day.
 - Instructions for staff on the use of Microsoft teams can be found in [Appendix 1](#)

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with mental health and wellbeing needs, special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Differentiate the work we provide on Teams – bespoke to the child
- Provide a bespoke learning pack in addition to digital learning
- Provide a weekly check in for families each Monday Morning with the Family Learning Mentor - to ensure that we are providing the bespoke support required

We work collaboratively with parents and carers to ensure that all children have access to appropriate and meaningful remote education.

Teachers / Support Staff

- When providing remote learning, teachers must be available between 8:15 am – 4pm Monday to Friday.
- **Support staff** must be available during their **normal working hours** – if the teacher is well the TA's will work under the direction of the teacher

Providing feedback on work

Pupils receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate. Assessment ensures teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge. Tasks may provide scaffolded practice and opportunities to apply new knowledge. Pieces of work and answers need to be uploaded to the teacher via TEAMS. Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked

automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- During Live sessions
- Through verbal feedback and discussion
- By looking at the work submitted
- Through the online Quiz's provided
- Through questioning during Live sessions
- Through the tracking provided on the following online apps
 - IDL
 - SPAG.COM
 - Rock stars times tables
 - My Maths

Specific Safeguarding Guidance for Staff

All staff must adhere to the school's Safeguarding policy and KCSIE procedures at all times. Any concerns must be reported to the Headteacher via the normal reporting procedures.

All staff must take these steps to build safeguarding into the remote learning set-up over digital education platforms and when using the phone to check in with pupils.

1. Only communicate using channels of communication set up by the school. These include school email, Microsoft team's platform, school text messaging service, school Facebook and Dojo.
2. Staff will follow the guidance outlined in the code of conduct policy and will not communicate with parents or pupils outside school channels (e.g., they will not talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers). (see appendix 1)
3. Communication will only happen between school staff and parents/ carers/pupils during the working day between the hours of **8:15 – 4:00pm**.
4. Staff will **not respond** to out of hour's communication via the Microsoft Teams platforms.
5. Parents and staff will adhere to the 'Parental Code of Conduct Policy' and the 'Staff Code of Conduct Policy' when communicating using the Microsoft team's platform.
6. Complaints – should be processed in the normal way – using the schools complaints procedure.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Making of remote learning packs to support the remote learning system
- Implementing the Emergency plan if the teacher is ill
- Uploading work onto teams for the teacher
- Provide feedback (written and verbal) on work
- Use MSTeams to deliver feedback (verbal and written)
- Respond to parental queries and pupil work on the same day where possible – only up to 4pm (TA's only within working hours)
- Supporting a focus group of pupils who aren't in school with learning remotely
- Keeping in touch with pupils who aren't in school and their parents:

- Contact any absent child via Teams to ensure home learning is being completed
- Follow safeguarding rules and procedures if a disclosure is made or if any concerns are raised
- If a pupil is not completing work, teachers / TA's for that class must try to make contact with the parents to see if there is any way in which school can support
- If this has no impact then this must be brought to the attention of the Senior Teacher Mrs Millward – who will decide on whether the Family Learning Mentor needs to become involved. This information will put on CPOMs and discussed with the Head
- Attending virtual meetings with staff, parents and pupils:
- Dress professionally (if visual live lesson / check in)
- Be mindful of background paraphernalia
- If a teacher is off ill, then their Teaching Assistant will if appropriate liaise with parents and pupils to provide work and feedback as required with the support of another teacher in school. (this will be set up dependent on who is in school at the time)

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Remote learning: safeguarding pupils and staff.
- Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

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

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

The DSL will be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2023, Annex B and adhere to this role. This includes but is not conclusive to: -

- Take lead responsibility for safeguarding and child protection
- Act as a point of contact
- Manage referrals to children's social care, police and other agencies including channel
- Work together with other agencies in order to improve outcomes for children
- Attend DSL training every 2 years
- Undertake prevent awareness training
- Update their skills and knowledge on a regular basis, but at least annually
- Raise awareness of safeguarding throughout school and act as a point of support for all staff
- Ensure that this policy is reviewed annually and is available publicly
- Maintain, update and amend the school's safeguarding portfolio regularly
- Ensure that parents are aware of school's responsibilities regarding safeguarding and child protection
- Maintain accurate safeguarding records that are stored securely
- Be available during school hours
- Arrange cover of DSL role for any out of hours/out of term activities
- Represent school in multi-agency meetings
- Be provided with appropriate support and supervision in order to carry out the role safely and effectively
- Understand relevant data protection legislation and regulations, especially the data protection act 2018 and the general data protection regulation;
- Take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (contextual safeguarding).
- Be responsible for the sharing of child protection files when a child moves to a new school or college
- Liaise with the Local Authority Personal Advisors for any Care Leavers.

3.6 IT staff

IT staff are responsible for:

IT support will be provided by Lancashire ICT and coordinated by the Office Manager and the IT subject Lead Kate James and will be responsible for:

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

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although invariably they may not always be in front of a device the entire time
- Complete work to the flexible deadline set by teachers (recognising the individual circumstance – e.g. working patterns of parent etc)
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work- during the live learning sessions
- Communication can be via email, Microsoft teams messaging, DoJo (FS) and in an emergency – a phone call to the school office
- Staff will plan a timetable that allows for some Live sessions with pupils- and clearly identifies key times in the day / week where regular contact will be made with the pupil from staff members. Pupils will ensure that they are available at these times

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Supporting with the mental health and wellbeing of staff

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to Learning Mentor
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Ensure any telephone numbers, addresses or personal details remain on school premises (unless school in full lockdown)
- Ensure passwords to Teams and other platforms remain confidential

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers and email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

The school will follow its data protection policy / privacy notice in terms of handling data

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 Keeping devices secure

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

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

6. Safeguarding

See the Specific Remote learning Safeguarding Policy Guidance for staff for the current year

Singleton School will ensure that's all staff are aware that **anybody** can make a referral:-

- **MASH/ Childrens social care** - 0300 123 6720
- **Emergency Duty Team** - – (Out of hours) 0300 123 6722
- **LADO-** 01772 536694
- **School Safeguarding Helpline** – 01772 531196

This remote learning policy for staff aims to:

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

7. Monitoring arrangements

This policy will be reviewed every 3 years. At every review, it will be approved by the Governance committee

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1

When using Microsoft Teams use the following guidance

Decide whether you'll let pupils use chat in Microsoft Teams. Like any chat function, it could lead to bullying, or be a distraction from learning.

- **Staff have the flexibility to disable** the chat function for pupils so that they will not be able to message each other within the Teams Platform.
- Any communication will be under the supervision of the teacher / teaching assistant
- Parents must take responsibility for pupil's online activity when working remotely from home and ensure that they are supervised.

To disable chat for pupils, you need to create a '[messaging policy](#)' in Teams and then assign it to pupils.

First, create your new messaging policy:

1. Log in to the Microsoft Teams [admin centre](#)
2. Click 'Messaging policies' on the left-hand side
3. Click 'New policy' and give it a name (e.g. 'Disable chat')
4. Select the 'Chat' setting, and turn it off
5. Click 'Save'

Then, assign this policy to pupils:

1. Log in to the admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click on the policy you've just made, then 'Manage users'
4. Search for the user you want to add, click on their name, and then click 'Add'
5. Repeat step 4 until you've added all of your pupils
6. Click 'Save'

Microsoft Teams specific guidance for live streams

If you plan to record or livestream lessons via an online platform, you need to assess any risks and take appropriate actions to minimise harm.

Live communication

This will be at the **discretion** of the teacher following the strict guidance outlined below. Our intention is to incorporate daily live learning sessions,

Teachers /TA's will:

- Sit against a neutral background (**Live with Visuals**)
- If working from home :- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Where possible not have their share screen visible

- Use professional language
- **Record live** streams, so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.
- Staff will only work from the Schools Microsoft teams account they will not use their own personal accounts.
- For infant phonic sessions where possible have a live session or record the sessions in advance and post the video.
- Where possible there will be **2 members of the staff team** involved in the live communication. If this isn't possible, staff **must** record the meeting – parents must agree to this. If parents do not agree to this they **must** remove their child from the live feedback sessions or not log on with their child to the live sessions. It is parental choice and responsibility to make this decision.
- If sharing videos set to '**Unlisted**' so only people who have the link (e.g. the parent that emailed you) will be able to see the video
- Set the audience as '**Made for kids**', so that adverts won't appear at the start of the video, and comments will be disabled

When uploading videos to YouTube:

- Under 'Audience', click 'Yes, it's made for kids'
- When they get to the 'Visibility' step, click 'Unlisted'

Pupils

During Live sessions if a visual is required pupils / parents must do the following:

- Pupils **MUST** be in a shared space in their house NOT their bedroom
- No pyjamas for pupils either! Ensure children are dressed appropriately
- Parents have the choice to turn the video camera off if you feel that this is more appropriate so that we can just hear your child
- Be mindful if you leave the camera on that other children might be able to see or hear you and anything else that is happening in the background
- All Live streams **will be recorded** – this will allow the staff and pupils to go back to it later, the recording will be available for 180 days after the event ends
- Please note it is your responsibility as the parents to decide if you want your child to be involve in the live aspects of the remote learning we provide. We will endeavour to keep these sessions as safe as we can, but we cannot eliminate all risks
- If you don't agree to your child participating in the 'live' sessions, then simply don't join the meeting

How to record a live stream

Record live **all** streams, so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.

To record a live event in Teams, check the 'Recording available to producers and presenters' setting when you schedule your live stream. You can make the recording available for pupils too, by checking 'Recording available to attendees'. The recording will be available for 180 days after the event ends.

To [record](#) in Microsoft Teams:

1. In the meeting, click 'More options' (the 3 dots) > 'Start recording'
2. Wait for the recording to start (you'll get a notification saying 'Recording has started')
3. When you finish, click 'More options' > 'Stop recording'
4. Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)

To disable chat for pupils, uncheck the 'Q&A' setting when you schedule your live stream.

If teachers / TA's are recording videos to share through YouTube

You must:

- Record against a neutral background
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

If teachers / TA's have a personal account where they've created playlists, **you must** set up a separate work account.

See **APPENDIX 2** for more information on YouTube videos

You must:

- Set their videos to 'Unlisted' so that only people who have the link (e.g. parents who you've emailed) will be able to see the video
- Set the audience as 'Made for kids', so that adverts won't appear at the start of the video, and comments will be disabled

When uploading videos to YouTube:

1. Under 'Audience', click 'Yes, it's made for kids'
2. When they get to the 'Visibility' step, click 'Unlisted'

Phoning pupils

You must:

- Do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school, and in all cases make sure parents are aware and agree
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone
- Either use an app like [3CX](#) that will route calls through your school's number rather than their own, or block their number so parents don't see it. (Give parents a heads-up of what

time you'll be calling if you're blocking numbers, so they're more likely to pick up.) Please note, the link to another product here isn't an endorsement from The Key

- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only. If teachers / TA's are using video calling, take the same steps as above.

Data protection

Accessing personal data

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

- Ensure any telephone numbers, addresses or personal details remain on school premises (unless school in full lockdown)
- Ensure passwords to Teams and other platforms remain confidential

Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers and email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

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

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

APPENDIX 2

How to make a home learning video on YouTube

Follow this guidance to create and upload a safe and effective video.

How to make a video

- The easiest way is probably to use the 'video' function on your smartphone. If your laptop, computer or tablet has a webcam, you can also use this (using the Camera app on Windows or Photo Booth app on a Mac)
 - YouTube supports almost all video file formats, but not audio. As long as your video is saved as one of [these](#), you're good to go
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How to upload your video to YouTube

You have 2 options:

1. Download the YouTube app (from the [App Store](#) for iPhones and iPads, or [Google Play](#) for Android devices), or
2. Use the [YouTube](#) website

Follow the steps below. These are for the YouTube website, but they're similar for the app.

Safeguarding note: read the **steps in bold**, even if you know how to do the rest.

- [Create a Google account](#) or [sign in](#) to your current one (this automatically sets you up with a YouTube account)
- Go to [YouTube](#)
- Click the '📺' icon in the top-right corner, then click 'Upload video'
- You'll be asked to create a YouTube channel. Name it after your class or year group, or use your teacher name (e.g. 'MsWilsonYear4')
- Fill out the short form that appears, or choose to come back to it later
- Click 'UPLOAD VIDEO' at the centre of your screen
- Drag and drop the video file you want to upload, or click 'SELECT FILE' and navigate to the video file on your computer
- Give the video a title (e.g. 'Maths lesson fractions 27.3.20') and a description (optional)
- **Important: under 'Audience', click 'Yes, it's made for kids' – this means that adverts won't appear at the start of the video, and comments will be disabled**
- Click 'Next' for the step 'Video elements' (the default settings for this are fine)
- **Important: when you get to the 'Visibility' step, click 'Unlisted' – so that only people who have the link (e.g. parents who you've emailed) will be able to see the video**
- Click 'Save', and your video is uploaded
- Copy and paste the link for your uploaded video (the URL) to send to parents or share with the staff member who will send it out for you

Safeguarding issues to be aware of

- Make sure you've told YouTube that your video is **'made for kids' (first step in bold above)** so that adverts won't appear at the start and comments will be disabled
- Make sure your video is **'Unlisted' (second step in bold above)** so that only people who have the link (e.g. parents who you've emailed) can see it
- Of course, keep things **appropriate** and **professional**, just as you would in school:
- Wear appropriate clothing
- Use appropriate language
- Keep family/household members out of shot where possible
- Shoot the video against a **neutral/child-friendly** background where possible

- You might not have much space at home to make a video, or may be caring for young children while doing so, so these last 2 points might not always be possible.
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What makes a good video?

- It doesn't have to be perfect, and it doesn't need to look or sound professional. The most important thing is that you maintain a meaningful connection with your pupils.
 - Think of it as a video call with your class, even though you can't see them.
 - Have a go, using the pointers below to guide you:
 - **Keep it short:** around 5 minutes or under. Unlike in the classroom, you can't see when pupils are getting bored, so try to tell them everything they need to know before losing their attention
 - **Make sure your head, shoulders and any props** (e.g. a book or white board) **are in shot and well-lit:** overhead lighting or shooting near a window should help with this
 - **Clear instruction is key:** if teaching or explaining an activity, be clear and specific, even more so than when you're teaching in the classroom. Remember: pupils won't be able to ask questions and you won't be able to spot if someone doesn't understand
 - **Try to avoid repetition:** unlike in a real lesson, pupils **will** be able to rewind the video or watch it again if they need to, so you only need to say each instruction once
 - **Use resources pupils are likely to have at home:** model using things your pupils are likely to have access to (e.g. pasta instead of Numicon)
 - **Be yourself:** pupils will be happy to see your face, hear your voice and feel like you're talking to them on a normal day. Try not to worry about your headteacher or parents watching this video. Imagine you're speaking to your class and nobody else
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Examples for inspiration

- **Charles Dickens Primary School** has a '[Virtual school](#)' on its website where teachers upload a daily "good morning" video message for their class, and some teaching videos
 - **Mayflower Community Academy** sends out links to teachers' YouTube videos in a daily newsletter for parents. You can sign up to receive it [here](#) (the school is very happy for you to do so)
 - **LEO Academy Trust** has [distance learning websites](#) for each of its schools, which contain teaching input videos for all lessons
 - **Wyndham Primary Academy's year 1 team** uploads videos throughout the day to [its own YouTube channel](#). Teachers record a phonics, maths and story time video each day
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Reading stories? Check copyright, but many publishers have relaxed their rules

Usually, this type of 'broadcasting' comes with restrictive copyright terms. However, the following publishers have temporarily changed their copyright policies to allow teachers to post videos of themselves reading books aloud for their pupils during school closure due to the coronavirus outbreak:

- J.K. Rowling (The Harry Potter series)
- Simon & Schuster
- HarperCollins Children's Books

- Macmillan
- Little, Brown Books for Young Readers
- Penguin Random House
- Scholastic
- Chronicle Kids

Check the publisher's terms before recording yourself reading a book.

In most cases, there are still some terms you need to adhere to. For example, most of these publishers expect you to say at the start of the video that you're reading the book with their permission. You may also be expected to delete your video, or make it unavailable, after the end of the summer term.

Check the full guidelines [here](#) (publishers) and [here](#) (J.K. Rowling), and make sure you comply.