TheSchoolBus

TOP TIPS FOR PROVIDING REMOTE LEARNING: A GOOD PRACTICE REPORT

Tips from TheSchoolBus Education community

Top Tips for Providing Remote Learning: A Good Practice Report

At TheSchoolBus, we are keenly aware of the immense pressures schools have faced throughout the coronavirus (COVID-19) pandemic, and the implications this has had for teaching.

In line with the government's expectations, schools have been required to adapt quickly, often with little notice, to provide a high-quality remote education offer.

This report looks at the remote education challenges faced by the Education community, and the methods schools have developed to respond to them. We have put together the top tips, provided by you, to support other schools in improving their remote education offer.

Alongside the good practice tips shared by TheSchoolBus Education community, we have included insight from experts and practical guidance to assist schools in providing remote education during the pandemic.

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We've also included some advice on how schools can manage any knock-on effects from the implementation of remote education, such as supporting pupil wellbeing remotely and managing staff workload during the coronavirus pandemic.

Take a look at the resources and useful links that we've put together later on in this report for further information and support!

As with all of our good practice reports, we want to know what issues are affecting schools so we can support you accordingly. If you would like to suggest a future good practice report topic, please email olivia.spencer@hub4leaders.co.uk, or submit your ideas here.

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Good practice

Implementing a policy

Last year, the government published a [temporary continuity direction](#) under the Coronavirus Act 2020 which made the provision of remote learning a legal requirement in the case that school-age children are unable to attend school due to coronavirus.

With this in mind, many schools have implemented a Pupil Remote Learning Policy to outline their school's approach to providing remote education.

According to one respondent, having a clear policy and ensuring a consistent approach is used throughout the school has been a key element in implementing effective remote teaching practices, which includes an action plan for delivering online learning.

When implementing a policy in your school, it's important to note that although day-to-day working arrangements may differ, the key principles of the school's policy should remain the same – you should ensure the remote education policy considers the following:

- **Which platforms will be used to facilitate remote education**
- **How you have obtained consent from parents and pupils to take part in remote lessons**
- **How you have assessed any risks of harm in relation to recording or livestreaming lessons – you should think about how you can carry out live lessons to suit the needs of both your pupils and staff**
- **How to maintain professional boundaries when providing remote education**
- **Staff to pupil ratios**
- **How to contact pupils at home safely**

Setting up an online platform

Since the first lockdown in Spring 2020, schools have had to adapt quickly to the changing landscape with regards to providing education for pupils at home. Many schools took the approach of setting up an online platform across the school setting in order to conduct live lessons, communicate with pupils and parents, and send pre-recorded lessons for pupils to complete.
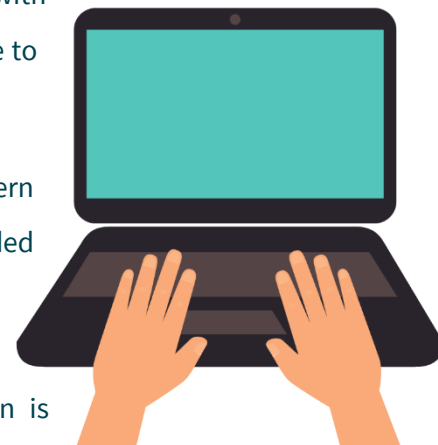
The DfE has since outlined in its guidance that schools should select a digital platform for remote education to allow for interaction, assessment and feedback.

Agata Stefanska from Manor Green School told us that their school's teachers and HLTAs run online classroom activities for pupils, including playing games like Bucket. This school also makes use of video calls to keep up real

contact with pupils and ensure it is aware of any issues or concerns. Using an online platform can be extremely useful for gauging the wellbeing of pupils, so you can identify any areas where you can provide further support for individual pupils, and make any necessary interventions. See the 'Supporting pupil wellbeing' section below for more tips on how to support pupil wellbeing during partial school closures.

Many schools have also been providing paper-based work packs to run alongside online learning, which can be useful for ensuring all pupils, including those with limited access to the technology required for online education, are able to engage with remote learning via a range of methods and resources. One respondent, a HLTA and staff governor from alternative provision provider Adelaide Link, uses a combination of live online lessons and dropping off work directly to pupils' homes whilst conducting safeguarding checks for those with EHC plans. Another school puts together pick-up packs for pupils who are unable to access online learning.

Access to online learning has, since the beginning of the pandemic, been a concern amongst the Education sector. The government's free laptop scheme has provided internet routers and laptops for some of the most vulnerable pupils in England. Many schools still face the challenge of ensuring all pupils have access to the school's chosen remote learning platform to ensure the quality of education is consistent across the setting, so no pupils become further disadvantaged compared to their peers.

Many schools have given us examples of which platforms they use to provide online education, so we've done some more research to outline the advantages and disadvantages of the most popular ones.

Please note: this list is not exhaustive – there are many online platforms that can be used for remote education. We do not endorse any of the following, but simply wish to give you the pros and cons based on our research, of each platform mentioned by TheSchoolBus community to help you make informed decisions about which online learning suite to use in your school!

Name of platform	✓ Pros	✗ Cons
Microsoft Teams	• Ability to communicate via chats and virtual meetings, share files and create tasks • Fully cloud-based solution (backs up files) • No additional cost for Microsoft 365 users • Helpful bots	• Structure of files can confuse users • A limited number of channels • Too many similar tools • Lack of notifications

	Pros	Cons
Google Meet	• Host calls with up to 150 people depending on the service plan selected • Screen sharing ability • Low cost	• Only accessible via the Google Chrome web browser • Doesn't include additional features, such as whiteboard tools
Zoom	• Supports large audiences • Can be used for free • Easy to use	• 40-minute limit on meetings when using the free version • Add-ons can be expensive • Can be hacked by strangers: 'Zoombombing' • Must be downloaded as an app • Cannot delete inappropriate comments immediately
Loom	• Simple to learn • Exporting features • Integration with other apps	• Only works on devices that support Google Chrome extensions • Once recorded, editing options are limited to trimming • Ability to interact by posting comments and emojis may be a distraction for pupils who struggle to concentrate
Purple Mash	• Effective feedback tools • Ready-to-start creative activities • Function to assign classwork in all core subjects and additional electives • Encourages guided and independent learning	• Schools cannot integrate their own materials • Busy platform • Assignments can take longer than usual pen and paper exercises
ClassDojo	• Free to use • Includes features to document, manage and improve pupil behaviour and learning	• Pupils could interpret behaviour tracking as a system of extrinsic rewards or punishments

While it is important for schools to make effective use of online learning platforms, one of our respondents urged other schools to remember that Microsoft Teams is a tool, and should not be used as a substitute for good teaching routines and practice. A personal approach goes a long way to respond to the needs of pupils and families, according to another respondent.

Safeguarding considerations

It's important that all staff are familiar with your school's chosen online platform, to ensure they are able to deliver high-quality education safely. Many teachers, TAs, HLTAs and other support staff will have had limited experience of teaching remotely prior to the pandemic. You should have already revisited and updated your school's Child Protection and Safeguarding Policy to account for the change to remote education for most pupils, but to check you've covered all bases, we've outlined some things to consider below:

- Does your policy have clear procedures for staff to follow where a child protection issue arises during a live lesson, e.g. they witness behaviour which may place a pupil at risk of harm?
- Does your policy outline whether pupils of each age group should have their cameras and microphones on?
- Does your policy address how to keep pupils safe when expecting them to use online education?
- Does your policy explain how staff and pupils can spot potential wellbeing or mental health issues?
- Does your policy cover the behaviour expectations during remote lessons?
- Does your policy address data protection?
- Does your policy explain how your school will continue to contribute to multi-agency child protection meetings and plans?
- Does your policy clarify any changes to your staff code of conduct and volunteer code of conduct in response to the pandemic?

You should also ensure staff understand that there is no one-size-fits-all approach to safeguarding during the pandemic. All staff should be aware of any pupils who require additional support while they are learning remotely, including those who:

- Have additional needs or SEND.
- Have families who require extra support.
- Have mental health issues.
- Are at risk of abuse and neglect or other safeguarding risks.

Outlining expectations

The DfE has outlined its [expectations](#) for the quality of remote education that should be provided – you should ensure these are communicated across the school setting so parents and pupils understand your expectations of them during this time.

Schools should provide pupils with the following amount of remote education:

- KS1 – 3 hours a day on average across the cohort, with less for younger pupils
- KS2 – 4 hours a day
- KS3 and KS4 – 5 hours a day

Your school's approach will have already been outlined within your remote learning policy, and this information should have already been published on your school's website for parents and pupils, a requirement which came into law on 12 February 2021. You should make sure you have considered the following actions:

- Setting assignments so pupils have meaningful and ambitious work each day in a variety of subjects
- Teaching a well-planned and well-sequenced curriculum
- Providing frequent, clear expectations of new content delivered by a teacher or through high-quality curriculum resources or video
- Gauging how well pupils are progressing through the curriculum through tasks, and outlining how regularly teachers will check work
- Enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments
- Planning a programme that is of equivalent length to the core teaching pupils would receive in school

It's also important to remember that, in order to achieve the above, staff must have the appropriate support and training. One of our respondents suggests that schools who are struggling to implement effective remote education should provide further support for staff who are not confident with the new way of working, e.g. by providing training sessions or conducting shared knowledge meetings to improve IT skills.

Communicating with pupils and parents

It goes without saying that good communication improves relationships between schools and their stakeholders. Now more than ever, it's imperative that you maintain good relationships with pupils and parents to keep remote learning as effective as possible.

Our respondents were particularly passionate about providing their good practice tips on keeping up good communication. We've also put together some practical advice for you to consider.
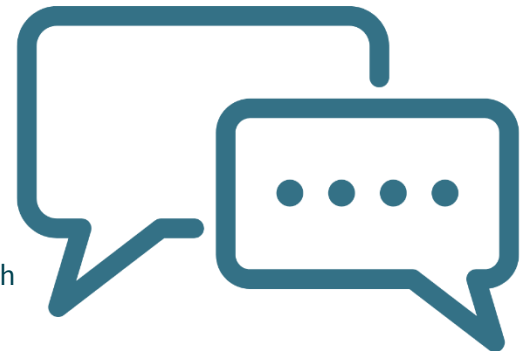
Parents

Given the current circumstances, you should consider adopting a sensitive approach when approaching parents. Many parents are feeling stressed and anxious about the impact of the pandemic on their lives, including having to work from home, go out to work and leave their children at home (if they are unable to work from home and are not classed as a critical worker), ensure their children are engaged in remote learning and assist them where possible. Some parents may also be experiencing additional pressure due to the financial impact of the pandemic on their livelihoods.

Whilst keeping this in mind, it is, of course, necessary to ensure open lines of communication are maintained between your school and the parents of your pupils – a cohesive approach can be immeasurably helpful in encouraging pupil engagement with remote education. Supporting families has never been more important.

Primary school teacher Helen Graham encourages other schools to make sure that all parents are clear about the provision being provided in order to manage their expectations accordingly. Sending a letter or email to parents, which clearly outlines the school's approach to providing remote education will solidify your methodology, give the opportunity for parents to get in touch with any feedback or concerns, maintain transparency between your school and its community, and reassure parents that the school is doing everything it can to deliver a robust remote curriculum.

Since 25 January 2021, it's been statutory for schools to publish remote education information on their websites – we have a template you can use here to ensure you've covered all bases. You might also find it useful to publish your schools remote learning policy on your school's website, which you can direct parents to in any communications you have.

You should bear in mind that one channel of communication may not work for all parents within your school community – there are a few of ways you can stay in contact with parents:

- Through your parent portal (if applicable)
- Texts
- Emails
- Letters
- Video calls
- Telephone calls

It can also sometimes be easy for some parents to drop off the radar – you should schedule some regular catch-ups with parents so they can plan around it.

In addition to the above, you should remember that you can also give parents' wellbeing a boost! If parents of your pupils feel supported, overall stress levels may be reduced, which in turn, might make pupils' home environments more conducive to learning. One of our respondents, Elaine Ainsworth from Beacon School, encourages other schools to get enough offers of help to those families who need it.

Support for parents can also be provided in the form of technology and curriculum content, said one of our respondents. Another suggested conducting audits of parents who require additional technology to help with remote learning, which can be provided through the government's free laptop scheme. Some schools may have school-owned laptops which can be loaned to families in need – use our Device Loan Agreement for Parents to solidify the conditions of the loan.

Many of our other respondents also communicate with parents on a regular basis, which is practice that could be mirrored in your school.

It's also worth noting, for those who are concerned about parental engagement, that many of our respondents said that parents are receiving communication from schools very positively! One school said that parents at their school like having clear daily assignments so they can focus on that day's curriculum content.

When communicating with parents about their wellbeing, you should make it personal and caring, rather than formal and official – focussing on their feelings and frame of mind shows empathy and concern, and parents will foster a feeling of togetherness and connection. You have more power than you may think!

Boosting parents' wellbeing could include:

- Writing a letter to parents thanking them for all they are doing at the moment.
- Sharing a story of hope or a paragraph from a book that applies right now.
- Offering some encouraging words to help them understand that they are not alone.
- Sending the free wellbeing survey for schools powered by Bounce Together to parents to fill out.

Pupils

As schools have adapted to providing remote education, some questions have been raised about how to effectively communicate with pupils, whilst maintaining good safeguarding practice and professional boundaries.

You should re-read your school's staff code of conduct, and familiarise yourself with the stipulations within it. You should ensure that, where you are recording or live streaming lessons, that your background is neutral and no distracting noises are interrupting your teaching. You should also make sure that pupils are in a neutral area if their cameras are on.

If you ask pupils to turn their cameras on, consider that some pupils may be shy and unsure of the online platform, or they may have had a bad experience using video calls in the past. Some pupils and parents may not want classmates to see into their homes. If a pupil doesn't want to turn their camera on, you should try and find out why, and consider whether they need to be checked in on separately to ensure there are no safeguarding or wellbeing concerns in their household.

The NSPCC recommends that at least two members of staff are present when working with pupils online, and that 'breakout rooms' should be supervised, where they are used.

As with any communication, staff should only contact pupils during school hours or at times agreed by the SLT. One-to-ones should also be risk assessed by the school's SLT, and all staff should be aware of what they need to do if a safeguarding concern arises – this should be outlined within your school's updated child protection and safeguarding policy.

Encouraging engagement

Encouraging engagement amongst pupils can be challenging for school staff in normal circumstances, but with the added challenge of pupils learning at home, engagement is a different game entirely.

Many of our respondents outlined their approach to encouraging engagement across the school setting during the pandemic – we've put together their good practice tips below!

One respondent likes to engage their pupils by conducting live meetings to replicate an in-person classroom as far as possible, while reducing the number of self-drive exercises and tasks. Another respondent ensures each class starts the day off with a form time to get pupils out of bed and into school-mode – they ensure the form meeting is welcoming to all pupils to begin their days in the right way. This approach also gives their staff the opportunity to check on pupils' wellbeing in a casual format.

Clare Brodmann, student support leader at Westhoughton High School, encourages other schools to sustain positive attitudes and keep pupils to a regular timetable which also incorporates a daily form time where they try to have some fun. Regular communication with parents is also maintained by Westhoughton School through Microsoft Teams.

Sophie Spencer, a HLTA and staff link governor at Adelaide Link, told us that their school has had great engagement with a 'cooking at home' initiative, where staff drop off home cookery packs with all of the required ingredients, and the school then delivers a live cookery lesson to create the chosen meal with the ingredients pupils have received. Parents at the school have been encouraged to send photos of finished work, which has been very well-received.

Clare Brodmann from Westhoughton High School said that they encourage engagement by praising pupils with merit points when they are working well, which pupils accumulate to earn bronze, silver, gold, diamond and platinum badges.

Video calls are a great way to engage pupils and ensure they are receiving the support they need whilst they are learning at home. Other respondents also encourage keeping pupils to a timetable which replicates the school day as far as possible, e.g. you could provide timetables each week with links to the relevant lesson content, live lessons, or detailing tasks that should be carried out. You should also try to rota in some regular breaks to keep concentration levels high throughout the day, and to avoid pupils burning out.

The chair of governors at Queensbury School encourages other schools who are struggling to engage pupils to "have another trick up their sleeve" in the case that teaching methods aren't working. They suggested telling pupils to go for a walk around the house or garden and return in 15 minutes.

Just as in a normal classroom where pupils can interact with staff and one another, you should remember that, sometimes, things can be light-hearted! One respondent sends home joke packs for pupils to brighten their moods, while another respondent encourages pupils to sing along to familiar songs during live lessons. One respondent encourages staff to 'think outside the box', so, on the right, we've outlined some of the methods you could use to engage pupils in a fun way!

> **Think outside the box:**
>
> → **Use resources such as Kahoot!, coolmath.com, or even use Minecraft to help pupils learn visualisation skills!**
> → **Consider using ice-breakers at the beginning or end of each live lesson**
> → **Encourage collaboration between pupils**

Supporting pupil wellbeing

It's very clear from the responses we received to our survey that many schools are taking a 'wellbeing first' approach to providing remote education during this time.

Cullercoats Primary School contacts pupils twice a day to ensure communication lines are maintained, which has been well-received by both pupils and parents, said Julie Oliver, one of our respondents.

Here are some ways you can support pupils who are learning remotely during this time:

- **Conduct phone calls and check-ins once a week with each pupil in every class for five minutes** – this can help to fulfil your safeguarding duties, look after pupil wellbeing and avoid any pupil feeling unnoticed or undervalued, and can, in turn, prevent them from disengaging. You could have a different focus for each call to ensure pupils do not feel pressured or put on the spot, e.g. you could ask them a question like: "If you

could have any superpower, what would it be and why?". You could also ask pupils something to resonate with them personally, e.g. if you know that pupil enjoys drawing, you could ask them what they've been drawing this week. You should make sure you keep the calls consistent.

- **Send pupils a care package** – this needn't be too complicated! You could simply write a letter home to the pupil just for them, sending a positive book they might enjoy, provide them with an envelope full of positive quotes – think what you would usually have on your classroom displays! You could even drop off a pebble and some felt tip pens for pupils to create their own 'kindness rocks' – where they decorate a pebble with a positive message and leave them in a public place.

- **Teach your pupils about wellbeing** – make the time to teach pupils about how to manage adversity in the current situation, giving them the skills they need to endure difficulties. You could teach pupils about people in history who have overcome hardship or share a story about positive mindset – make use of videos and stories, and help pupils to identify how they can apply the message to their own circumstances. Get creative with it and ask them to create a poster to be displayed in school.

Manor Green School's approach includes pupils having a video call with their teachers to either report any issues, or to simply have a chat. This school also ensures that pupil wellbeing is the central focus at all times. Another respondent conducts twice-daily check-ins with small groups of pupils, which can be helpful for making sure pupils are socialising as best as they can during the national lockdown. Another school conducts a story time every day for their primary school pupils, ensuring that all staff are rotated into the live story time, so they are all visible to pupils, making pupils' days as normal as possible.

One of our respondents suggested that, during this tough period, schools should take a more personal approach with families to make them feel supported and maintain those lines of communication which can be useful for keeping pupils engaged in remote learning. Sarah Kirk, TA in Year 1 class at Devonshire Primary Academy, said that those schools who are struggling should continue to reassure pupils that "we are all in this together".

Supporting staff wellbeing

While it is, of course, important to focus on pupil wellbeing during the pandemic, you should remember that staff feel should supported in order to maintain a focus on pupils. Improving staff wellbeing in your school is one of the key factors in maintaining a school-wide approach to providing education during difficult times.

More than half of teachers said that their mental health declined as a result of the coronavirus pandemic in 2020. Below, we have put together some useful tips and ideas that you can put into practice for your school staff.

With so many school staff working flat out since the beginning of the pandemic, the first step to reducing stress among staff is to reduce workload. Headteacher Update has some ideas to assist you in doing this:

- Ensure teachers are given more than the statutory 10 percent of PPA time, as well as offering all staff with additional responsibilities protected leadership time
- Keep meetings short and productive – call them only when it is essential and stick to an agreed agenda
- Offer CPD opportunities, even if it has to be delivered remotely
- Keep school policies and procedures workable and fair – avoid bureaucracy, particularly when it comes to assessment

While the above can help to reduce strain on staff, additional wellbeing support should be put in place to help staff deal with the immense pressure put on them by the pandemic, and to help them with any personal issues they may encounter. You could:

- Have a 'safe space' for staff to get together via video chat to talk without fear or favour.
- Provide free refreshments and treats for staff.
- Provide flu vaccines, where necessary.
- Plan remote social gatherings, e.g. a quiz on Zoom.
- Be more flexible when it comes to personal circumstances, e.g. if they need flexibility to cope with childcare.
- Operate clear communication protocols to help achieve a work/life balance – remember that staff working from home may feel obliged to work overtime during periods of remote teaching.

Our respondents have also told us how they are supporting staff wellbeing at the moment. Sue Parry, SBM at Waynflete Infants' School, said that all of their teaching staff meet remotely at the end of each day to share strategies, issues and good practice with one another. These meetings remind staff that they are still a team who support one another – they mimic some elements of the usual end-of-the-day catch up in the staff room. Others suggest that using a blend of live lessons, recorded lessons, and paper exercises is a good way to manage staff workload.

Helpful resources from TheSchoolBus

As remote learning is one of the most important issues facing schools during the coronavirus pandemic, we have been creating resources for you to make use of. We have multiple resource packs to help schools during the pandemic, including our Remote Education Resource Pack. We've outlined some key resources for you below, based on the issues we've covered in this good practice report:

Implementing a policy

- Pupil Remote Learning Policy – use our policy template to outline a school-wide approach to providing remote education for pupils who are learning from home.

- [Coronavirus (COVID-19): The Latest Requirements for Remote Learning During the Pandemic](#)– get up-to-speed with the latest government requirements for remote education.

Setting up an online platform

- [Coronavirus (COVID-19): How is the government supporting schools with the technology needed to deliver remote education?](#) – find out the details of the government's free laptop scheme, and how you can get technology support for your pupils.

- [Loaning School Devices Risk Assessment](#) – use this template to assess the risks surrounding loaning devices to pupils.

- [Live Online Lesson Risk Assessment](#) – live online lessons have data protection, safeguarding and practical implications to consider, use our template to assess and mitigate the risks with this template.

- [Live Online Lesson Policy](#) – outline your school's approach to conducting online lessons during the pandemic.

- [Gifting Electronic Devices to Pupils Risk Assessment](#) – if your school gives pupils electronic devices, you should consider safeguarding, personal data, acceptable use and the considerations for pupils with SEND.

- [Do schools need to obtain consent from parents to use educational apps?](#) – you will likely be using online platforms to provide remote education during this time, read about parental consent here.

Outlining expectations

- [Coronavirus (COVID-19): The Latest Requirements for Remote Learning during the Pandemic](#) – we keep this article updated regularly to account for any changes to the DfE's policy, add it to your 'Watch list'.

- [Child-friendly Technology Acceptable Use Agreement](#) – ensure pupils understand their responsibilities when using technology, this is particularly important during periods of remote learning.

Communicating with pupils and parents

Parents

- [Coronavirus (COVID-19): Remote Education Information for Parents](#) – it's a legal requirement for schools to publish information about remote education for parents on their websites. Use this template to cover all the bases.

- [Coronavirus (COVID-19): Letter to Parents on the Attendance of Pupils during National Lockdown](#) – this letter template outlines which pupils are eligible for on-site provision, and what is expected of parents during the national lockdown.

- [Coronavirus (COVID-19): Remote Learning Attendance and Task Completion Letter to Parents](#) – this can be used to outline expectations to parents, who can support their children accordingly.

- [Online Safety Letter to Parents](#) – it's hugely important that parents are aware of the risks that may arise from increased use of the internet during periods of remote learning. Use this template to help them understand the risks.
- [Coronavirus (COVID-19): Parent Handbook](#) – this handbook covers everything from remote learning to food arrangements. Use this to ensure parents are kept in the loop.
- [Coronavirus (COVID-19): Parent Survey](#) – gauge the feelings of your pupils' parents with regards to how well they think the school is supporting their child, and any ways you can improve provision.

Pupils

- [Child-Friendly Remote Learning Information Handout](#) – this visually engaging template can be used to ensure pupils understand what is expected of them and provides tips on how to stay safe online and how to look after their wellbeing during periods of remote learning.
- [Coronavirus (COVID-19): Handout for Pupils](#) – help pupils understand the coronavirus pandemic.
- [Inappropriate Relationships with Pupils](#) – this guidance can help you to understand how you can keep your relationships with pupils professional.

Encouraging engagement

- [Five Strategies for Engaging Disengaged Pupils](#) – get up-to-speed with some top tips for improving engagement.

Supporting pupil wellbeing

- [Coronavirus (COVID-19): Wellbeing Questionnaires for Pupils During the National Lockdown](#) – this can be used to gauge pupils' thoughts and feelings during the national lockdown, so you can make any arrangements to provide further support.
- [Supporting Pupils with Anxiety](#) – share this with your colleagues to develop a shared approach to supporting pupils experiencing anxiety.
- [Free wellbeing survey for schools powered by Bounce Together](#) – use this survey on pupils, staff and parents to consider the wellbeing of your school community and take any necessary action.

Supporting staff wellbeing

- [Coronavirus (COVID-19): Staff Wellbeing Survey During the National Lockdown](#) – gauge the wellbeing of school staff with this template.
- [Coronavirus (COVID-19): Wellbeing Survey for Staff Working from Home During the National Lockdown](#) – this can be used to understand the individual struggles faced by staff who are, for any reason, working from home during the national lockdown, and what support can be put in place for them to work remotely.

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- Staff Wellbeing Policy – outline your school's approach to staff wellbeing in a policy available to all staff members.
- Working from Home and Overtime Policy – during periods of remote learning, staff may be working overtime, whether at home or on-site.

Useful links

As in all of our good practice reports, we want to show you some other places you can find additional help on certain topics. We've put together a list below of useful places you can seek more information!

- NSPCC Learning – the NSPCC learning area provides training and resources to help protect pupils from abuse and neglect. The page includes reports and briefings that you can use to identify any risks to pupils during the pandemic.
- Net Aware – Net Aware provides in-depth descriptions and risks of commonly used apps and websites. You can use this to assess the risks and benefits of your chosen online learning platforms, and tell pupils what to look out for when using the internet during lockdown.
- CEOP – point pupils in the direction of CEOP if they need to report anything related to online abuse or the way someone has been communicating online.
- Headteacher Update – Headteacher Update is a magazine for UK primary school headteachers. Their website provides useful, practical articles with guidance and good practice suggestions.
- YoungMinds – if your pupils are struggling with their mental health, they can obtain advice and resources here.
- The Happy Newspaper – The Happy Newspaper, a quarterly publication, has recently released a 'The Happy News for Schools' initiative, which aims to provide one free newspaper for a school in the UK for every two subscribers to the newspaper. The initiative works like raffle – you can sign your school up to be in for a chance to receive copies!
- Tes – Tes has over 900,000 resources made by teachers for teachers. Make use of these when planning your remote curriculum.
- Twinkl – a website containing teacher-created planning and teaching resources and assessment materials for primary and secondary schools – your school could make use of these in your remote learning plans.
- Oak National Academy – the Oak National Academy has over 10,000 free video lessons and resources made by teachers.
- BBC Bitesize – BBC Bitesize has lessons full of videos, quizzes and practice activities that can be planned into your curriculum.
- TeachThought – read the articles on this website for good practice tips and resources for teachers.
- Mentally Healthy Schools – you could use this site to develop your school's approach to supporting staff wellbeing.

- [Mental Health at Work](#) – read this article from the Anna Freud National Centre for Children and Families about supporting primary school staff wellbeing.
- [Ofsted: What's working well in remote education](#) – take a look at Ofsted's observations from interim visits, research and literature to see what's going well in other schools.

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