

Ashbury Meadow Primary School Contingency plan from November 2020 onwards. Remote learning for isolating pupils, year group bubbles and school closure. Updated 2.2.2021

Scenarios

Scenario Level	Duration	Description
Tier 1	14 days	In the event of an individual child or a small group (10 children or less) needing to quarantine.
Tier 2	14 days	In the event of a year group lockdown (partial). 1 or 2 classes in the same year group.
Tier 3	Unknown time span – depends on severity of local lockdown	In the event of all classes in the school needing to go into isolation due to localised lockdown (No children in school just vulnerable & key worker children still in school)
Tier 4	Unknown time span – depends on severity of national lockdown	In the event of all classes in the school needing to go into isolation due to national lockdown (No children in school just vulnerable & key worker children still in school)
Tier 5	Unknown time span - Full lockdown/localised or national	Absolute lockdown for the entire school, buy age related Schofield and Sims workbooks for reading, maths, spag for pupils with no access to devices and send out prior to lockdown date, as no work will be able to be copied and posted if school is completely closed. For all other issues follow tier 3.

Key Issues	Tier	EYFS	1/2	3/4	5/6
Communication methods from school to home	Tier 1	Attendance officer emails parent with instructions to participate in remote learning	Attendance officer emails parent with instructions to participate in remote learning	Attendance officer emails parent with instructions to participate in remote learning	Attendance officer emails parent with instructions to participate in remote learning
	Tier 2 & 3,4,5	Headteacher to inform parents via Schoolcomms text message and email. JA to create banner and information to be posted on website. Parents to acknowledge via Schoolcomms. Admin staff to collate parent	Headteacher to inform parents via Schoolcomms text message and email. JA to create banner and information to be posted on website. Parents to acknowledge via Schoolcomms. Admin staff to collate parent	Headteacher to inform parents via Schoolcomms text message and email. JA to create banner and information to be posted on website. Parents to acknowledge via Schoolcomms. Admin staff to collate parent	Headteacher to inform parents via Schoolcomms text message and email. JA to create banner and information to be posted on website. Parents to acknowledge via Schoolcomms. Admin staff to collate parent

		responses. Pastoral team to phone parents who have not responded.	responses. Pastoral team to phone parents who have not responded.	responses. Pastoral team to phone parents who have not responded.	responses. Pastoral team to phone parents who have not responded.
How will parents/pupils know how to use the online learning platform?	Tiers 1, 2 and 3,4,5	At the start of the academic year all parents were sent home a 'How to use' guide to support them with their 'day to day' access to Tapestry. A further letter/observation post from school will be sent to all parents notifying them that pupils will be using Tapestry to access home learning and that parents are to access this via the memo section and post pupils evidence of work. The school website contains information about how to use Tapestry.	Letters will be sent to parents to notify that pupils will be using google classroom. Provide training for parents via video through school website. Set up the opportunity to ask questions and seek support via class email account. Class teacher to train students how to access Google Classroom in school. Homework will be set via Google Classroom so children have regular opportunities to access the platform.	Letters will be sent to parents to notify that pupils will be using google classroom. Provide training for parents via video through school website. Set up the opportunity to ask questions and seek support via class email account. Class teacher to train students how to access Google Classroom in school. Homework will be set via Google Classroom so children have regular opportunities to access the platform.	Send letters out to parents to notify that pupils will be using google classroom. Provide training for parents via video through school website. Set up the opportunity to ask questions and seek support via class email account. Class teacher to train students how to access Google Classroom in school. Homework will be set via Google Classroom so children have regular opportunities to access the platform.
How will the school know if children have access to a digital device?	Tier 1, 2 & 3,4,5	15.10.20 Letter sent out to parents to audit: -accessibility of device at home -whether there is a device for each sibling -whether parents are able to support their	15.10.20 A letter sent out to parents to audit: -accessibility of device at home -whether there is a device for each sibling -whether parents are able to support their	15.10.20 A letter sent out to parents to audit: -accessibility of device at home -whether there is a device for each sibling -whether parents are able to support their	15.10.20 A letter sent out to parents to audit: -accessibility of device at home -whether there is a device for each sibling -whether parents are able to support their

		<p>children's remote learning</p> <p>New to school: parents to be asked in admission meetings.</p> <p>Phase leader to collate responses for phase and communicate to pastoral team and class teachers.</p> <p>This information will be used to allocate DFE laptops in tier 2,3,4.</p>	<p>children's remote learning</p> <p>New to school: parents to be asked in admission meetings.</p> <p>Phase leader to collate responses for phase and communicate to pastoral team and class teachers.</p> <p>This information will be used to allocate DFE laptops in tier 2,3,4.</p>	<p>children's remote learning</p> <p>New to school: parents to be asked in admission meetings.</p> <p>Phase leader to collate responses for phase and communicate to pastoral team and class teachers.</p> <p>This information will be used to allocate DFE laptops in tier 2,3,4.</p>	<p>children's remote learning</p> <p>New to school: parents to be asked in admission meetings.</p> <p>Phase leader to collate responses for phase and communicate to pastoral team and class teachers.</p> <p>This information will be used to allocate DFE laptops in tier 2,3,4.</p>
<p>What provision will be in place for children who are unable to access a digital device and will school be able to loan a laptop?</p>	<p>Tier 1, 2 & 3 ,4,5</p>	<p>Parents can request to loan a laptop from school. Laptops will be prioritised for disadvantaged children without a device.</p> <p>Families with no internet access can request dongles, which we have a limited number of. As a last resort, paper-based packs of work will be arranged by the class teacher or the deputy headteacher. Paper work packs will be delivered by pastoral staff.</p>	<p>Parents can request to loan a laptop from school. Laptops will be prioritised for disadvantaged children without a device.</p> <p>Families with no internet access can request dongles, which we have a limited number of. As a last resort, paper-based packs of work will be arranged by the class teacher or the deputy headteacher. Paper work packs will be delivered by pastoral staff.</p>	<p>Parents can request to loan a laptop from school. Laptops will be prioritised for disadvantaged children without a device.</p> <p>Families with no internet access can request dongles, which we have a limited number of. As a last resort, paper-based packs of work will be arranged by the class teacher or the deputy headteacher. Paper work packs will be delivered by pastoral staff.</p>	<p>Parents can request to loan a laptop from school. Laptops will be prioritised for disadvantaged children without a device.</p> <p>Families with no internet access can request dongles, which we have a limited number of. As a last resort, paper-based packs of work will be arranged by the class teacher or the deputy headteacher. Paper work packs will be delivered by pastoral staff.</p>
<p>What teaching methods will be used?</p>	<p>Tier 1</p>	<p>Teachers in school will record their delivery of inputs of Math's, Literacy and Investigation lessons. These will be</p>	<p>Teachers in school will use screen recording to record delivery of inputs of lessons. These will be uploaded for children</p>	<p>Teachers in school will use screen recording to record delivery of inputs of lessons. These will be uploaded for children</p>	<p>Teachers in school will use screen recording to record delivery of inputs of lessons. These will be uploaded for children</p>

		<p>uploaded for children isolating the following day with tasks attached to the assignments for children to complete. Phonics tasks will be assigned to be completed through Tapestry. These would use videos on the sound being studied and games for application.</p>	<p>isolating the following day with tasks attached to the assignments for children to complete. Phonics tasks will be assigned to be completed through google classroom. These would use videos on the sound being studied and games for application.</p>	<p>isolating the following day with tasks attached to the assignments for children to complete.</p>	<p>isolating the following day with tasks attached to the assignments for children to complete.</p>
	<p>Tier 2 and 3,4,5</p>	<p>Teaching videos will be provided for each lesson. Teachers will use 'Tapestry' to upload their daily activities for the class. Teachers will upload all the necessary resources to an activity including photos, videos and links to sites and documents where needed and/or make recommendations of resources that can be found around the home. Some live sessions will be used to focus on learning.</p>	<p>Teaching videos will be provided for each lesson. Teachers will use Google Classroom to upload their daily assignments for the class. Teachers will screen record powerpoints for tasks and upload them as part of the assignment for that lesson where appropriate. Teachers will upload all the necessary resources to an assignment. Phonics tasks will be assigned to be completed through google classroom. These would use videos on the sound being studies and games for application. Some live sessions will be used to focus on learning.</p>	<p>Teaching videos will be provided for each lesson. Teachers will use Google Classroom to upload their daily assignments for the class. Teachers will screen record powerpoints for tasks and upload them as part of the assignment for that lesson where appropriate. Teachers will upload all the necessary resources to an assignment. Some live sessions will be used to focus on learning.</p>	<p>Teaching videos will be provided for each lesson. Teachers will use Google Classroom to upload their daily assignments for the class. Teachers will screen record powerpoints for tasks and upload them as part of the assignment for that lesson where appropriate. Teachers will upload all the necessary resources to an assignment. Some live sessions will be used to focus on learning.</p>

How many hours of remote learning will be provided per day?	Tier 1, 2 and 3,4,5	Children will receive up to 3 hours of remote education including recorded or live direct teaching time, and time for pupils to complete tasks and assignments.	Children will receive 3 hours of remote education as a minimum including recorded or live direct teaching time, and time for pupils to complete tasks and assignments.	Children will receive 4 hours of remote education as a minimum including recorded or live direct teaching time, and time for pupils to complete tasks and assignments.	Children will receive 4 hours of remote education as a minimum including recorded or live direct teaching time, and time for pupils to complete tasks and assignments.
Will there be any live teaching/face to face video meetings with children?	Tier 2 and 3,4,5 only	A daily live face to face video meeting will take place for approximately 10-15 minutes. This will be used for story telling, to demonstrate tasks to children or an activity as planned by the teacher.	A daily live face to face video meeting will take place for approximately 10-15 minutes. This will be used to carry out class assemblies, read a class book or to carry out an activity planned by the teacher. It may be used to feed back on learning, demonstrate difficult tasks or to provide extra support with Google Classroom. Breakout rooms will be used to provide live sessions to smaller groups e.g. for differentiated teaching, feedback, support, , interventions or an activity planned by the teacher or TA.	A daily live face to face video meeting will take place for approximately 10-15 minutes. This will be used to carry out class assemblies, read a class book or to carry out an activity planned by the teacher. It may be used to feed back on learning, demonstrate difficult tasks or to provide extra support with Google Classroom. Breakout rooms will be used to provide live sessions to smaller groups e.g. for differentiated teaching, feedback, support, interventions or an activity planned by the teacher or TA.	A daily live face to face video meeting will take place for approximately 10-15 minutes. This will be used to carry out class assemblies, read a class book or to carry out an activity planned by the teacher. It may be used to feed back on learning, demonstrate difficult tasks or to provide extra support with Google Classroom. Breakout rooms will be used to provide live sessions to smaller groups e.g. for differentiated teaching, feedback, support, interventions or an activity planned by the teacher or TA.
How will children record their work and how will this be accessed by staff?	Tier 1, 2 and 3,4,5	For pupils accessing work online parents will be asked to upload evidence of the child's work each day which can include photos or videos	For all formats (online and paper-based work): Each child will be given an exercise book containing log in details to learning platforms to	For all formats (online and paper-based work): Each child will be given an exercise book containing log in details to learning platforms to	For all formats (online and paper-based work): Each child will be given an exercise book containing log in details to learning platforms to

		<p>in line with present expectations.</p> <p>For children completing paper-based work: As these children are in isolation and the paper will have been touched, all paper based work that cannot be uploaded by parents because they don't have devices, will be marked by parents.</p>	<p>be kept at home for the year.</p> <p>For pupils working online: Children will be able to upload a screenshot of work they complete that needs to be written in their home learning book. Each task will also have a google doc assigned to it that each child have an individual copy of. Once they have completed the task on this document, it will automatically be uploaded to the class Google Drive Folder for work that can be typed. Staff will access through Google Drive. Tasks set on Purplemash/mathletics are automatically turned in through these apps.</p> <p>For children completing paper-based work: As these children are in isolation and the paper will have been touched, all paper based work that cannot be uploaded by parents because they don't have devices, will be marked by parents</p>	<p>be kept at home for the year.</p> <p>For pupils working online: Children will be able to upload a screenshot of work they complete that needs to be written in their home learning book. Each task will also have a google doc assigned to it that each child have an individual copy of. Once they have completed the task on this document, it will automatically be uploaded to the class Google Drive Folder for work that can be typed. Staff will access through Google Drive. Tasks set on Purplemash/mathletics are automatically turned in through these apps.</p> <p>For children completing paper-based work: As these children are in isolation and the paper will have been touched, all paper based work that cannot be uploaded by parents because they don't have devices, will be marked by parents</p>	<p>be kept at home for the year.</p> <p>For pupils working online: Children will be able to upload a screenshot of work they complete that needs to be written in their home learning book. Each task will also have a google doc assigned to it that each child have an individual copy of. Once they have completed the task on this document, it will automatically be uploaded to the class Google Drive Folder for work that can be typed. Staff will access through Google Drive. Tasks set on Purplemash/mathletics are automatically turned in through these apps.</p> <p>For children completing paper-based work: As these children are in isolation and the paper will have been touched, all paper based work that cannot be uploaded by parents because they don't have devices, will be marked by parents</p>
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What are the expectations of marking and feedback?	Tier 1	<p>For work submitted online: Class teacher to feedback by 8.30am the following morning. Marking will be submitted via comments on the work that has been uploaded and constructive feedback given.</p> <p>For pupils not online whose work has been marked by parents: On return teachers will review the work and give verbal feedback to pupils and share next steps with parents/carers.</p>	<p>For work submitted online: Class teacher to feedback by 8.30am the following morning. Marking will be submitted via private comments on the work that has been uploaded - numerical grades out of 100 may be given as part of the feedback. Constructive feedback will be given. Comments for the work of isolating children to be added to feedback sheets. For pupils not online whose work has been marked by parents: On return teachers will review the work books and give verbal feedback to pupils.</p>	<p>For work submitted online: Class teacher to feedback by 8.30am the following morning. Marking will be submitted via private comments on the work that has been uploaded - numerical grades out of 100 may be given as part of the feedback. Constructive feedback will be given. Comments for the work of isolating children to be added to feedback sheets. For pupils not online whose work has been marked by parents: On return teachers will review the work books and give verbal feedback to pupils.</p>	<p>For work submitted online: Class teacher to feedback by 8.30am the following morning. Marking will be submitted via private comments on the work that has been uploaded - numerical grades out of 100 may be used as part of the feedback. Constructive feedback will be given. Comments for the work of isolating children to be added to feedback sheets. For pupils not online whose work has been marked by parents: On return teachers will review the work books and give verbal feedback to pupils.</p>
	Tier 2 and 3,4,5	<p>Teachers and TAs will give feedback to their allocated class/ lesson groups each week. This will be done via private comments on the work returned by each individual pupil on Tapestry.</p>	<p>For work submitted online: Class teacher will feed back individually on two pieces of work per student per week for each subject taught although all work will be monitored for formative assessment purposes.</p>	<p>For work submitted online: Class teacher will feed back individually on two pieces of work per student per week for each subject taught although all work will be monitored for formative assessment purposes.</p>	<p>For work submitted online: Class teacher will feed back individually on two pieces of work per student per week for each subject taught although all work will be monitored for formative assessment purposes.</p>

		<p>For pupils not online which have been marked by parents: On return teachers will review the work and give verbal feedback to pupils and share next steps via Tapestry to parents/carers.</p> <p>For pupils completing paper-based work packs, parents can return work completed on a Friday each week for marking and review. The parent is provided with feedback the following week.</p>	<p>Feedback will be given through private comments on work submitted on google classroom which may include a numerical grade out of 100.</p> <p>Whole class feedback sheets will be posted each Monday morning in English and Maths providing subject specific feedback on strengths and next steps from the previous week and focus for the week ahead. This will be presented in a live session for discussion with the pupils.</p> <p>For pupils completing paper-based work packs, parents can return work completed on a Friday each week for marking and review. The parent is provided with feedback the following week.</p>	<p>Feedback will be given through private comments on work submitted on google classroom which may include a numerical grade out of 100.</p> <p>Whole class feedback sheets will be posted each Monday morning in Reading, English and Maths providing subject specific feedback on strengths and next steps from the previous week and focus for the week ahead. This will be posted a class announcement and may also be presented in a live session e.g. in a breakout room for discussion with the pupils.</p> <p>For pupils completing paper-based work packs, parents can return work completed on a Friday each week for marking and review. The parent is provided with feedback the following week.</p>	<p>Feedback will be given through private comments on work submitted on google classroom which may include a numerical grade out of 100.</p> <p>Whole class feedback sheets will be posted each Monday morning in Reading, English and Maths providing subject specific feedback on strengths and next steps from the previous week and focus for the week ahead. This will be posted a class announcement and may also be presented in a live session e.g. in a breakout room for discussion with the pupils.</p> <p>For pupils completing paper-based work packs, parents can return work completed on a Friday each week for marking and review. The parent is provided with feedback the following week.</p>
What are the expectations of staff	Tier 2 and 3,4,5	If class teacher is fit for work, lessons will be	If class teacher is fit for work, lessons will be	If class teacher is fit for work, lessons will be	If class teacher is fit for work, lessons will be

<p>remote teaching whilst isolating?</p>		<p>uploaded for learners at 8.45AM. Class teacher will be available at the timetabled points throughout the day to provide support and feedback for learners completing tasks. This is according to the lessons the children will be carrying out that day. PPA will be taken at the same time as normal and the cover teacher will be available to support learners during these periods. Teachers are to share planning responsibilities as normal and ensure partner teacher has any resources needed to be uploaded prior to the beginning of the school day. If one year group teacher is sick, the other teacher will upload work to both classes. Feedback will be given by class TA</p> <p>If both class teachers are sick: the TA4 will upload work using resources from Oak Academy. The</p>	<p>uploaded for learners at 8.45AM. Class teacher will be available at the timetabled points throughout the day to provide support and feedback for learners completing tasks. This is according to the lessons the children will be carrying out that day. PPA will be taken at the same time as normal and the cover teacher will be available to support learners during these periods. Teachers are to share planning responsibilities as normal and ensure partner teacher has any resources needed to be uploaded prior to the beginning of the school day. If one year group teacher is sick, the other teacher will upload work to both classes. Feedback will be given by class TA</p> <p>If both class teachers are sick: the Deputy head will upload work using resources from Oak</p>	<p>uploaded for learners at 8.45AM. Class teacher will be available at the timetabled points throughout the day to provide support and feedback for learners completing tasks. This is according to the lessons the children will be carrying out that day. PPA will be taken at the same time as normal and the cover teacher will be available to support learners during these periods. Teachers are to share planning responsibilities as normal and ensure partner teacher has any resources needed to be uploaded prior to the beginning of the school day. If one year group teacher is sick, the other teacher will upload work to both classes. Feedback will be given by class TA</p> <p>If both class teachers are sick: the Deputy head will upload work using resources from Oak</p>	<p>uploaded for learners at 8.45AM. Class teacher will be available at the timetabled points throughout the day to provide support and feedback for learners completing tasks. This is according to the lessons the children will be carrying out that day. PPA will be taken at the same time as normal and the cover teacher will be available to support learners during these periods. Teachers are to share planning responsibilities as normal and ensure partner teacher has any resources needed to be uploaded prior to the beginning of the school day. If one year group teacher is sick, the other teacher will upload work to both classes. Feedback will be given by class TA</p> <p>If both class teachers are sick: the Deputy head will upload work using resources from Oak</p>
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		Class TA will give feedback	Academy. The Class TA will give feedback	Academy. The Class TA will give feedback	Academy. The Class TA will give feedback
What is the provision for SEND/EHCP children?	Tier 2 & 3,4,5	<p>For SEND children, under the guidance of the class teacher, the class TA will adapt work suitable for the format required by the child (online or paper-based).</p> <p>For EHCP children, the 1:1 TA will adapt work suitable for the format required (online or paper-based).</p> <p>The SENDCO and his assistant will regularly monitor provision for SEND/EHCP</p>	<p>For SEND children, under the guidance of the class teacher, the class TA will adapt work suitable for the format required by the child (online or paper-based).</p> <p>For EHCP children, the 1:1 TA will adapt work suitable for the format required (online or paper-based).</p> <p>The SENDCO and his assistant will regularly monitor provision for SEND/EHCP</p>	<p>For SEND children, under the guidance of the class teacher, the class TA will adapt work suitable for the format required by the child (online or paper-based).</p> <p>For EHCP children, the 1:1 TA will adapt work suitable for the format required (online or paper-based).</p> <p>The SENDCO and his assistant will regularly monitor provision for SEND/EHCP</p>	<p>For SEND children, under the guidance of the class teacher, the class TA will adapt work suitable for the format required by the child (online or paper-based).</p> <p>For EHCP children, the 1:1 TA will adapt work suitable for the format required (online or paper-based).</p> <p>The SENDCO and his assistant will regularly monitor provision for SEND/EHCP</p>
How will the Key Worker and vulnerable children be taught in the case of tier 3 and 4 if they opt to stay in school?	Tier 3,4 only	Reception pupils will access their class work via a device and they will be supported in uploading it. No provision for nursery pupils.	Pupils will access their class work via a device and they will be supported in uploading it.	Pupils will access their class work via a device and they will be supported in uploading it.	Pupils will access their class work via a device and they will be supported in uploading it.
How will the Key Worker and vulnerable children be taught in the case of tier 5?		Remote learning as for all other pupils for key worker children For vulnerable children work will be differentiated by 1:1 if EHCP or set by class teacher if LAC/ or at risk	Remote learning as for all other pupils for key worker children For vulnerable children work will be differentiated by 1:1 if EHCP or set by class teacher if LAC/ or at risk	Remote learning as for all other pupils for key worker children For vulnerable children work will be differentiated by 1:1 if EHCP or set by class teacher if LAC/ or at risk	Remote learning as for all other pupils for key worker children For vulnerable children work will be differentiated by 1:1 if EHCP or set by class teacher if LAC/ or at risk

		of being vulnerable as per our vulnerable children's risk assessment. Home visits/phone calls will be made as per risk assessment.	of being vulnerable as per our vulnerable children's risk assessment. Home visits/phone calls will be made as per risk assessment.	of being vulnerable as per our vulnerable children's risk assessment. Home visits/phone calls will be made as per risk assessment.	of being vulnerable as per our vulnerable children's risk assessment. Home visits/phone calls will be made as per risk assessment.
How will teachers monitor children's engagement levels?		Through parental access monitoring in Tapestry. Parents will be contacted where there are concerns with engagement levels. Where there is no response from the parent, this will be escalated to the safeguarding team after one day.	Through children's return of class work daily on Google Classroom. Parents will be contacted where there are concerns with engagement levels via email initially by the class teacher and escalated to the safeguarding team if there is no response after one day.	Through children's return of class work daily on Google Classroom. Parents will be contacted where there are concerns with engagement levels via email initially by the class teacher and escalated to the safeguarding team if there is no response after one day.	Through children's return of class work daily on Google Classroom. Parents will be contacted where there are concerns with engagement levels via email initially by the class teacher and escalated to the safeguarding team if there is no response after one day.
How many lessons will be prepared in advance in case of bubbles shutting? IE 'Ready to go'	Tier 1, 2 and 3,4,5	One day's worth of lessons to be prepared in advance. Paper and online	One day's worth of lessons to be prepared in advance. Paper and online	One day's worth of lessons to be prepared in advance. Paper and online	One day's worth of lessons to be prepared in advance. Paper and online
What is the expectation of the amount of work sent to the pupils weekly to complete?	Tier 1	Lessons per week: 5 Phonics (To include elements of EAAD) 5 Maths 4 Literacy (which implements prime areas) 1 Investigation (Which implements Prime areas) 5 different story times	Lessons per week: 5 English including reading 5 Phonics 5 Maths 3 Topic 1 PSHE 5 PE Activities 3 Lexia	Lessons per week: 5 English 5 Reading 5 Maths 3 Topic 1 PSHE 5 PE Activities 3 Lexia	Lessons per week: 5 English 5 Reading 5 Maths 3 Topic 1 PSHE 5 PE Activities 3 Lexia

			3 Numbots or TT Rockstars 3 Mathletics	3 Numbots or TT Rockstars 3 Mathletics	3 Numbots or TT Rockstars 3 Mathletics
	Tier 2	as above	as above	as above	as above
	Tier 3 ,4,5	as above	as above	as above	as above
How will the school ensure children's safety online?		Regular e safety messages to parents, e safety lessons in school. e safety section of website regularly referred to and parents encouraged to use. Parents acceptable user policy specifies that lessons will not be recorded at home or stills captured from the lessons. Lessons must not be re-broadcast by parents/carers including to social media platforms. Pupils acceptable user policy Monitoring of time work uploaded, and calls to parents if there are concerns	Regular e safety messages to parents, e safety lessons in school. e safety section of website regularly referred to and parents encouraged to use. Parents acceptable user policy specifies that lessons will not be recorded at home or stills captured from the lessons. Lessons must not be re-broadcast by parents/carers including to social media platforms. Pupils acceptable user policy Monitoring of time work uploaded, and calls to parents if there are concerns	Regular e safety messages to parents, e safety lessons in school. e safety section of website regularly referred to and parents encouraged to use. Parents acceptable user policy specifies that lessons will not be recorded at home or stills captured from the lessons. Lessons must not be re-broadcast by parents/carers including to social media platforms. Pupils acceptable user policy Monitoring of time work uploaded, and calls to parents if there are concerns	Regular e safety messages to parents, e safety lessons in school. e safety section of website regularly referred to and parents encouraged to use. Parents acceptable user policy specifies that lessons will not be recorded at home or stills captured from the lessons. Lessons must not be re-broadcast by parents/carers including to social media platforms. Pupils acceptable user policy Monitoring of time work uploaded, and calls to parents if there are concerns