



Manor High School
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Remote Learning Policy

Content	Responsible	Date
Approved by LGB	SG	11/11/2020
To be next reviewed by LGB	SG	11/11/2021

1. Online and Remote Learning

Online learning is an area of rapid development and infinite possibility.

Through a blended approach, Remote Learning can support and enhance the teaching and learning that takes place in school.

Online and Remote Learning can provide continuity of education to learners in the event of an extended period of full or partial school closure.

2. Educational rationale

- The school is committed to a high-quality provision of online learning
- Online learning provides continuity of education in the event of school closure
- The school is developing its provision of online learning to supplement and support pedagogy
- Online and Remote Learning can provide an additional level of accessibility for learners
- Response to the circumstances created by the COVID-19 pandemic

3. Forced closure or cohort isolation

In the event of a school closure, the school is committed to providing continuity of education to its learners through a process of remote (online) learning.

Extensive Remote Learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This would apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

It remains the responsibility of the parents to ensure the child is present at school for their learning.

4. Remote Learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's House Manager. This work may not necessarily be the same as work completed by learners in school.

Though every case may be unique, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will be provided to learners in this way as long as there is an agreed absence lasting more than three working days.

If a significant number of learners are absent from school, but the school remains open, the school will decide whether the method of Remote Learning operated will take the form outlined here, or as outlined below

5. Remote Learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teachers, with the ability of learners to ask questions online (via email)
- The setting of work that learners complete, written responses (if relevant) completed electronically and submitted to the teacher either through Show My Homework or via email.
- Learners and teachers are expected to have access to the internet whilst at home. The school recognises that families may not have access to printers and therefore, will not expect the printing of material.
- The school will seek to support students and families who are deemed vulnerable through making applications for government schemes in order to try to help these students access any devices.

The primary platforms the school will use to deliver continuity of education are:

- Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: <https://teams.microsoft.com> and through RM Unify.
- Show My Homework: accessed via the relevant app, or via the following URL: <https://www.satchelone.com/>

Individual departments may use other platforms to direct students to subject specific content. However, the primary method used will remain the same.

The extent to which different methods of instruction are employed will be influenced by the length of school closure and the ability of both learners and teachers to participate in Remote Learning. The school reserves the right to vary the range of methods used to provide Remote Learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience as education professionals.

6. Live sessions

Subject areas will also arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). Microsoft Teams will be the platform used to deliver live sessions. Staff have had appropriate training to use this platform and this will form part of their induction programme upon appointment.

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with details of

sessions, and will be expected to participate in them if they are asked and able to. A register for the sessions will be taken, and unauthorised absences will be followed up by members of staff.

Live sessions are particularly helpful as they help communication, learners' ability to ask questions and to respond to teachers' questions via the conversation functionality in Microsoft Teams.

Learners must use their school email address to avoid any issues regarding safeguarding and GDPR. There will be no expectation for parents/carers or learners to provide their own email addresses for use. Staff must also use only their school email address.

7. Assessment

Providing timely and helpful feedback is a cornerstone of good learning and teaching. Whilst Remote Learning may make this more challenging, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ Remote Learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as in school. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work. This is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function on Show My Homework.
- Verbal feedback through Microsoft Teams.
- Sending specific feedback and targets via email

8. Expectations of learners

Assuming that learners are healthy and well enough to work, they will be expected to participate as fully as possible in the Remote Learning process. This includes participation in relevant live sessions, completion of independent work, and prompt submission of assessed tasks, fulfilled to the best of their ability. Learners are expected to read and respond to communication from the school (e.g. emails) on a daily basis.

Pupils should ensure that, in addition to completing the tasks promptly, they complete any administrative tasks that allow the school to monitor their progress. If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a learner's overall workload (e.g. a pupil feels they are overwhelmed or falling behind), these should be directed to the pupil's House Manager.

Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. The Pastoral Team will support those students that experience any issues with resources, as far as is possible.

The school does not expect pupils to have access to specialist equipment that would usually be provided (e.g. Science or Art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home.

The school expects that parents have Internet access at home to access Remote Learning resources, but teachers will make no presumption of the learner's ability to print at home.

9. Expectations of teachers

The setting and assessment of Remote Learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of learners' work. For example, the frequency of substantive tasks set, and the regularity of written assessment provided will differ from one subject to another. This will differ from subject to subject. A schedule of when work will be placed on Show My Homework will be planned by each subject area. It may be that it is not always the learner's specific teacher that sets the work. This schedule will be shared with learners and their parents.

In order to achieve a consistent approach, Curriculum Leaders are responsible for both supporting staff and quality assuring the nature and frequency of tasks set and assessed within their subject areas. This will be monitored by Deputy and Assistant Headteachers. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event of teacher illness during a period of Remote Learning, it is the responsibility of the Curriculum Leader to ensure work is set to her/his classes. Should it be the Curriculum Leader who is unwell, a subject specialist with delegated responsibility will assume this role.

If parents ask for additional work beyond that set as part of the requirements above, subject areas will have a bank of general resources/sites available and will point pupils and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of Remote Learning, they will consult their line managers or the ICT Support Team.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents. Staff should ensure their communication with learners and others does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 5.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school email addresses or via school telephone and not through personal accounts or other websites.

10. Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Learning plans are in place for SEND pupils. These give support, advice and strategies. Advice can be sought from the SENDCo.

In addition, the SEND Team (as directed by the SENDCo) will maintain contact with pupils requiring regular support, by email or phone with parents/learners and feed back to teachers if required. All communication, where possible, will be conducted by the SEND Keyworker.

As far as possible, the interventions outlined in the EHCP will continue, although possibly in a different format. In the event of an intervention not being possible, this will be communicated to the parents.

SEND risk assessments will be adapted in the event of online learning taking place.

11. Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents/carers. However, House Managers and/or form tutors will check in regularly to monitor both academic progress and their general wellbeing. They will support subject teachers and Curriculum Leaders to monitor engagement with Remote Learning and support all students with any pastoral issues that may be barriers to learning.

Should teachers contact home, they will be expected to pass on feedback to the Pastoral Team, particularly if there are concerns or a lack of communication.

The Pastoral Team will identify the most vulnerable students and maintain regular contact in order to support or provide interventions with learners. They will use Microsoft Teams or via telephone to facilitate this. Home visits will continue as and when required.

12. Safeguarding during a school closure

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

The school will continue to adhere to the KCSIE 2020, Keeping Children safe in education document.

The school will adapt, where required any risk assessments based on vulnerability and safeguarding.

The school will continue to log concerns and disclosures on CPOMs. The normal procedures will be adhered to regardless of the students being in school or learning online.

Students are guided and supported with online safety.

Appendix 1

Student Virtual Classroom Expectations


- This is a virtual classroom, and Manor High expectations should be adhered to at all times.
- SLANT, SHAPE and STEPS all apply as normal as per classrooms.
- Attendance at sessions is not voluntary, attendance is expected, as it is in school. Any illness or other issues should be discussed with school and your teacher and House Manager. A register will be taken every day and calls will be made home in the morning for any absent students in the interest of their safety and learning.
- Students are 'attendees' on Microsoft Teams.
- Students should be punctual at virtual classroom sessions, as expected when in school.
- Microphones must be muted unless directed otherwise by the teacher.
- Webcams must be off at all times.
- Students should be in a **populated place** such as a sitting room or kitchen during the meeting and preferably not in their bedroom.
- Appropriate clothing should be worn. Sleepwear is not appropriate, for example.
- Students should use the hands up feature to contribute or ask questions.
- Students should use standard English in the chat facility and use it for communication about learning only.
- Students should not attend or invite anyone to meetings that they have been invited to other than those organised by a member of staff.
- Students should leave the meeting when instructed to do so by the teacher.
- It is expected that work is completed during sessions in the same way it is in classrooms.

Appendix 2

Microsoft Teams Guidelines for Staff delivering Online Learning:

- A register of attendance should be taken, and any students absent must be followed up, and reported to the Pastoral Team.
- Ensure that students have **turned off** their webcams. This is for your safety and theirs.
- Students should also have their **microphones muted** unless directed by you.
- Ensure that students are directed to be in a **populated place** such as a sitting room or kitchen during the meeting and preferably not in their bedroom.
- They should be appropriately dressed- no sleepwear.
- Don't record the meeting unless you have **specific permission** from ALL parents. This should be given in writing prior to the meeting.
- If you decide to share what is on your screen, please ensure that **no data or student details** are there.
- As normal, **safeguarding concerns** must be raised with the **DSLs** adhering to the normal procedure using CPOMs.
- If in school, your webcam and microphone should mainly be on. There are times when using other visual stimuli that this may not be required.
- Follow the instructions in the tutorials sent by ICT Support and the Curriculum Leader for CS, and use only school email addresses for staff and students.
- If students are having issues, direct them to the videos on SMHW or to contact ICT support.
- Students should not be permitted to be in meetings without a member of staff present.
- Ensure that the Student Virtual Classroom Expectations are clearly displayed in every Microsoft Teams Invite sent to students.

Appendix 3




10 TOP TIPS

REMOTE LEARNING FOR TEACHERS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For school staff and teachers, there is a lot to consider and planning is key to ensuring a smooth transition from classroom to home. That's why we've created these top tips to help school staff ensure they deliver the most secure and safest remote learning experience they can, both for themselves and their students.


1) Familiarise yourself with the relevant policies

Whilst remote learning might be uncharted territory for you and your school, ensure you still adhere with the relevant policies around safeguarding, acceptable use, data protection, student behaviour and online conduct, for example.




2) Consider your surroundings

The use of webcams, video and live streaming must be done with careful thought. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Avoid bedrooms.



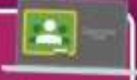
3) Create and disseminate a clear distance learning policy and guidance

This is important so that parents and pupils are clear as to what is expected of you, including around behaviour and conduct. It will also provide them with a level of confidence and reassurance.




4) Only use school approved platforms and communication channels

Make sure that you keep to communicating through official outlets, such as your school online portals or assigned email addresses. Never communicate using personal emails or numbers and refrain from communicating outside of school hours.




5) Maintain professional dress at all times

Treat any online lesson the same as delivering a lesson in the classroom. Maintain a professional image and never wear anything inappropriate or revealing. Encourage your students to also wear their school uniform.




6) Distribute a class timetable/schedule for remote learning

This will help to maintain a structure and lesson plan to classes. Include the frequency of lessons, duration, how they will be delivered, times for online and offline learning and any links. This will give parents a sense of structure and reassurance around lesson delivery.




7) Ensure you use the correct/appropriate technology

Remote learning will mean that you will need to employ the right technology and software to ensure that students are able to access learning in the safest and most secure way. Look to distribute a list of safe apps and software that are secure and won't raise any safeguarding concerns.




8) Protect personal data

Only use appropriate systems and software that require email and password login. It's always best practice to only use school-provided email addresses.




9) Consider the needs of SEND pupils and vulnerable learners


It's important to try and accommodate all students, including children with SEND or those who are more vulnerable, and take into account different levels of learning.



10) Try to make lessons fun and engaging and encourage regular feedback

Remote learning is a fantastic way to be imaginative with teaching and learning and a great way to encourage independent thinking. Try to encourage a two-way flow of communication with parents and students to help maintain transparency and confidence in the learning process.






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Appendix 4




10 TOP TIPS

REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.


1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.




2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.




3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.




4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a 'mock classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.




5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.




6) Stick to teacher rules and guidelines around online learning

Your school should have you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.




7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.




8) Don't share passwords or other sensitive information

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.




9) Don't use school platforms to discuss personal matters


It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.






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Appendix 5





10 TOP TIPS


REMOTE LEARNING FOR PARENTS


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


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


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


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


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


Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.
- 5) Ensure your learning device is in a public space in the home** 

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.
- 6) Implement safety controls and privacy restrictions on apps and software** 


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

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging app.
- 8) Familiarise yourself with relevant school policies** 

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

Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.
- 10) Monitor your child's wellbeing and mental health** 

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



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Appendix 6

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

A GUIDE TO SAFER LIVE LESSONS

An online lesson occurs when teachers use video conferencing software to 'live stream' lessons to their pupils. Some of the most popular apps and websites that support this include Zoom, Google Hangouts, Skype and Microsoft Teams. Online lessons can be a great way to replicate classroom interaction, ask immediate questions and gather instant feedback. It's also convenient and allows learning to take place anywhere with an internet connection. However, live lessons aren't always accessible to everyone and younger children will need a lot of parental supervision, which isn't always practical.

What teachers need to consider

CONDUCT

If you decide to host an online lesson, it's important that you maintain a level of professionalism and treat any online lesson in the same way you would treat a classroom lesson. Dress appropriately and find a setting which has a plain background and has no personal information on display. Remind pupils of acceptable behaviour and their conduct during class. It's worth remembering that live streaming means screenshots and video recordings of your lesson could occur so you should always observe professional conduct at all times.

COMMUNICATION

Hosting a live lesson means that you will have to think about how you communicate and through what channels. Children will need access to the internet, have the appropriate technology and will need to download the relevant software or application. Some, or all, of these may not be widely available to everyone. It's also important to consider that the software that you choose to use is secure and has the relevant privacy and security settings in place. Any contact should only be through a platform provided by the school and not through personalised accounts open to public viewing, comments or sharing.

CONTENT

Planning your content will be a key factor to consider prior to hosting an online lesson. It's important to ensure that all content is age-appropriate and that any tasks that you set which require use of the internet won't lead children towards anything offensive or inappropriate. Always try to ensure that live lessons take place with the whole class but bear in mind that some pupils may work slower than others depending on the type of tasks you set.

What parents need to consider

CONDUCT

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite and remember their manners. Position your computer or webcam in an open environment where you can monitor their activity, preferably not in a bedroom. Try to keep the background neutral with good quality lighting and sound.

COMMUNICATION

If your child is part of an online lesson, they may need support in setting up the relevant software and communication platforms in order to take part. Your school will usually provide the relevant details on how to do this however it's worth ensuring that you have some awareness of the privacy and security settings so that you know that all communication is secure. It's important to raise any concerns that you have with the school if you are unable to accommodate an online lesson for any reason.

CONTENT

Try to take an interest in your child's live lesson if you can and stay close so that you can aid them if necessary. Try to find out who is hosting the lesson, what the lesson is about and what tasks they will be set. If they are required to conduct internet searches, ensure parental controls are in place. If you're using Zoom, make sure that screen sharing is only shared with the host. This will avoid 'Zoombombing' whereby uninvited guests use the screen-sharing feature to broadcast porn or other inappropriate content.

Some commonly used platforms

Zoom

Zoom is one of the most popular video conferencing apps at the moment. Schools using Zoom can monitor attendee's activity while screen-sharing, track real-time activity, record live lessons and recall video, audio, transcript and chat files. Admins can also see the IP address and admin information of all attendees.

Safety Tips

- Change privacy controls so that screen sharing is limited to the host only.
- Turn file transfer off to reduce any risk of hacking or installing a virus/malware.
- Cover a strong password for your account incorporating letters, numbers and symbols.
- Keep the software up-to-date as possible with the latest security patches.

Google Hangouts

Google Hangouts allows communication through video, audio or messaging, although text end-to-end encrypted. During the COVID-19 outbreak, Google has been making the advanced features in Hangouts Meet available to all schools around the globe using G Suite for Education.

Safety Tips

- Ensure that any call made via the app is private or by invite only.
- Customise who you can receive invites from through the privacy settings to block unwanted contact.
- Keep all anti-virus software up-to-date and install a firewall.
- Always sign out after use to prevent anyone else from accessing your account.

Skype

Microsoft owned Skype is a well-known communication tool that specialises in providing video chat and voice calls. It is one of the biggest apps in the world, providing end-to-end encryption between Skype users, as well as facilitating screen sharing and the ability to record calls.

Safety Tips

- Ensure you have the latest anti-virus software installed on your computer and set up a personal firewall.
- Keep profiles hidden and don't share any unnecessary personal information on your profile.
- Don't download anything from profiles you don't know and block any suspicious contacts.
- Always adjust privacy settings, including only allowing children to communicate with approved contacts.

Microsoft Teams

Microsoft Teams describes itself as a 'group chat software and collaboration tool'. It provides the ability to chat, meet, call and collaborate from anywhere and is popular given its ability to seamlessly integrate with other Microsoft applications like Word and Excel.

Safety Tips

- Turn off guest access so only school-issued email addresses communicate.
- If linked to an Office 365, enable Advanced Threat Protection (ATP) to help prevent against threats via emails, links, and attachments.
- Make sure your operating system has the latest updates and security patches.
- Beware of phishing emails asking for your password - Microsoft will never ask you it!

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