La Moye School Video Communication and Online Home Learning Policy

This policy is an appendix of our Online Safety Policy. The general principles of this policy still apply here, but there are some specific requirements that need to be adhered to when staff are using online learning platforms.

At La Moye School, we ensure that the safety of our children is the primary consideration for all activities and this is especially important in the virtual world. However, as with all online activities, events can occur which are outside the control of la Moye School which may put children's wellbeing at risk. As a school we will minimize the risk as far as possible.

The need for the detail in this policy is based on the requirement for home learning following the extended period of school closure as a result of the Covid-19 Pandemic in 2020.

The purpose of this policy is:
- to ensure a safe learning experience for all pupils, parents and staff
- to make clear the responsibilities of staff in the design, development and delivery of online learning and video communications
- to draw on emerging good practice and guidance from established and well-regarded organisations to support our practice
- to establish consistent school-wide approaches with clear rationale
- to establish high quality learning approaches across the school

Scope of the policy
We use a number of tools to support learning at home for different purposes:

Learning Purposes (not exhaustive)	Used by	Platform/s
• Setting and completing learning tasks and homework. • Sharing learning • Communicating between teacher and pupils. • Giving online feedback • Working on shared documents and projects	Key Stage 2; Staff	• G-Suite (Google Classroom, Docs, Slides etc) • Office 365 (mainly Outlook, although access exists to Word, Powerpoint etc)
• Setting and completing learning tasks and homework. • Sharing learning • Communicating between teacher and pupils. • Giving online feedback	EYFS and Key Stage 1	• Seesaw
• Demonstrating learning to children by video (with our without the teacher's image in shot).	Staff only (viewed by children)	• Loom; • You Tube (with caution); • Jamboard
• Small group support • Video and audio calls • Learning support and guidance • Pupil-teacher interactions	Key Stage 2; (Key Stage 1 for limited	• G-Suite- Meet • Office 365- Teams • WhatsApp (Staff only) • Telephone

• Well-being conversations (by ELSA trained staff) • Professional training and meetings (staff only) • Sharing information and updates (staff only)	purposes by invite); Staff	
• Storing data and documents	Key Stage 2; Staff	• Google Drive (children) • One Drive and SharePoint (staff)

References and Evidence Base

In addition to the sharing of good practice from CYPES and links to other schools, this policy is drawn from the guidance issued by the following organisations:

- From the Education People - Safer remote learning during Covid-19: Information for School Leaders and DSLs
- Andrew Hall - Safeguarding in schools: Remote teaching and learning during the Coronavirus outbreak
- NSPCC - Safeguarding: undertaking remote learning safely
- South West Grid for Learning - Safe Remote Learning
- Education Endowment Fund- https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/

Home Learning

Offline Home Learning

We recognise that home learning does not all need to be online! Indeed there should be a balance of online and offline home learning set by teachers. Some families may not have good access to the internet, and others may not wish to use the applications and platforms. Teachers also ensure 'offline' learning is set in paper form, and tasks also recognise the importance of promoting physical exercise and well-being. Teachers strive to ensure that any child without access to online learning has other options available to them.

Recommended Devices for Home Learning

We have deliberately selected applications that can be used across a wide range of devices and ones that are also safe and user-friendly. All of our selected applications are cloud-based and so run on Windows based machines, Apple iOS and Android. This is to enable staff, parents and children to have the best possible chance of access. However, we recognise that on some devices this can be a challenge, and so ask parents to inform us of any issues. In particular, Kindle Fire tablets and older iPads running iOS 9.3.5 can struggle to access Google Classroom.

Where possible, we try to loan devices to parents, and in future, will be recommending the purchase of devices that support our approach to online and home learning.

Training and Support

Although due to the Covid-19 pandemic, we have been forced to respond rapidly to the changing circumstances, we aims to teach the children in school to use these platforms and applications so that they have the skills to work with increasing independence. Teachers offer support to parents and children where they can, the IT Coordinator and technicians

also offer support, and so do the central Education IT team. In future we will offer training sessions for parents in navigating the platforms and apps we use in school.

We currently have access to an IT advisory teacher who also supports teachers and pupils with training and guidance.

Safeguarding and Governance
All of our main online resources that children directly access are ones that have been approved for use by the Head of Governance at CYPES. Risk assessments and permissions are in place for the main platforms we use, G-Suite (and accompanying apps) and Seesaw. Children only access the content that teachers have designed and approved for them to see. Controls are in place to minimise the chances of children seeing inappropriate content or to have too much freedom. These include Agreed User Policies and physical controls (e.g certain apps and functionality is turned off, such as Gmail in G-Suite)

We do not use applications that are not recommended for children to use themselves, such as Zoom or Houseparty as these have too great a risk and inadequate safeguarding. Children do not use Loom, WhatsApp or Youtube themselves for school use, except to watch embedded video content within Seesaw or Google Classroom.

Guidance for Staff on Setting Home Learning Tasks

- Make sure the learning tasks are clear, precise and fairly concrete (use templates, story plans/exemplars).
- Read through your tasks to ensure they are pitched no higher than the average level for your class…you can suggest extension questions, but most importantly consider those children that need extra support- how are they going to access the learning?
- Give children a worked example, model an answer on the sheet. Better still record yourself explaining the task or modelling an example so children can watch again and again and remind them they can do this.
- Children will not be able to prioritise their learning so well without your guidance, so don't set too much at one time, and make sure it is set day by day, with clear 'hand in' dates, and even better if you use a visual timetable. This will stop children getting overwhelmed by making decisions about the amount they need to get through and enable them to keep on top of things.
- Some children and families will struggle with reading instructions to tasks because they have EAL or other needs. You need to consider talking through instructions or translating them, support is currently offered by the central EAL service to do this.
- Remember that tasks are going to take longer to do at home, so set shorter tasks than normal and give them permission to have small breaks in between.
- Give feedback- whether by email or by recording verbal feedback. When parents and children hand in work, give encouraging feedback, but also try to make feedback purposeful.
- If you are aware that some children are not accessing the resources much, performing poorly or struggling with the technology, then do contact them and/or their parents by email or phone.
- There are so many free learning resources out there, including ones we have signed up to, such as Times Table Rockstars and Numbots, however, be selective and choose only those that fit our curriculum.
- Focus on the Core subjects, but try to ensure curriculum range so that children have opportunities to access the full curriculum too.

- Promote shared learning activities, e.g writing shared docs, up-levelling pieces of writing, as this creates collaboration.
- Promote computing opportunities too, for example using coding programmes like Scratch and Scratch Jnr. These are available online. You could set a challenge, and children could submit their work, or you could set up a program with a bug and they could correct the code.
- Guidance on this can be found on the Teach Computing website, and is for KS1 and KS2. This is based on the Barefoot materials that are good quality.

There is some further guidance from the EEF on Home Learning approaches too. Their planning tool can be found here:
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf

Guidance for Parents on Home Learning

- Teachers will set tasks that are designed for the children in that class to use. The learning set may be tweaked for individuals, but in the main will be set for the whole class. This may mean at times your child finds learning easier or more challenging, and this is to be expected with this sort of learning. Teachers will try to pitch the learning at a roughly mid-level for the class, with support suggestions and possible extensions also set on some occasions.
- If you have any concerns, contact the teacher by email or phone. Try to avoid discussing on social media as this rarely provides a solution if the concern is about your child.
- Try to only post your children's learning, not too much additional content. If too much additional content is poster it makes it hard for the teachers to have time to give feedback, and also to ensure they monitor all children's learning.
- Teachers will not provide feedback on every post and every piece of work. They may have in excess of 200 posts per day and also have other responsibilities that they need to fulfil, not least planning and setting up future learning.
- If you have had to support your child heavily with learning, or they have worked independently, do tell the teachers this as it helps them understand the learning they are assessing.
- Try not to put your child under too much pressure- give regular breaks, take time out for other non-screen based learning, and if something is taking too long, stop it.
- Build in time outdoors, being active and time to promote well-being by having 'downtime'.

Guidance for Pupils on Home Learning

- Try your best!
- Try not to ask your parents for help until you have read the instructions or listened to the video. A good idea is to read it/listen three times before you ask for help.
- Ask your teacher for help on email, Seesaw or Google Classroom if you really can't solve it.
- Tell your teacher if you can't do something because the device won't allow you to.
- Try to hand in work on time.

- Don't worry if your parents explain something in a different way- they are trying their best to help you, so be grateful and thank them for their time.
- Take time where you can to make sure the learning is your best, so edit it and improve it like you do in class. Reading it back to yourself is a great way of doing this!
- Try not to get worried about the amount of work you have to do. Talk to your parents or teachers and they can help you split things up or tell you what to focus on.
- Try not to open up other tabs/websites on your device that will distract you as you work
- Try to find a quiet place to work where you won't be distracted.
- Take regular breaks! Drink plenty of water! Have snack and lunchtimes as normal. Keep active- play football, go for a run, do a video workout…etc!
- Don't work much past 3pm unless you are doing homework tasks.
- Make sure you are not looking at your screen for too long at one time (30 minutes max.)

Using Video for Home Learning

Video is a great way of recording explanations, inspiring learning or talking live with children. Just hearing someone's voice or seeing their face on a screen can be very helpful. Video can also be used by children to share their learning successes and posted back to teachers.

Platforms and Apps

- Microsoft Teams has settings so that children's video is not allowed. However, it can be used for children's audio, and the children can see you. The children can also use the chat function.
- Google Meets is accessed through the Google Classroom. It can have up to 16 people on at once (grid view).
- Jamboard is another Google app which is like a virtual interactive whiteboard. It could be useful if teachers wanted to record them working through a maths problem, for example, or talk through a piece of learning (usually it is audio and the learning, the teacher's image is not in the video).
- Practice using the application to present learning to children e.g PowerPoint etc. so they can see what you are going to do and share the screen.

Overarching Guidance for Staff on using Video Meetings, Chat and Recorded Video:

Setting up the meeting
- Don't try whole class meetings- this is too many people and makes it hard to control the interactions. Group chats are best.
- You must use new meeting codes each time you meet using Google Meet.
- Meetings must be timetabled and on the school calendar. SLT must be notified they are taking place.
- Meetings will not occur outside of school hours without prior agreement from a member of the SLT.
- Meetings with children should not last longer than 30 minutes.
- Do not do 1:1 meetings. Meetings should have three people present. This could be two members of staff and a child; a parent, child and staff member; or a staff member and two children. Ideally two members of staff will be present, one in a supervising capacity.

- Children's parents must know about the timing of the meeting and must be present in the room throughout.
- Make sure children and staff are in a safe and neutral place (nothing behind you in shot), or use the blurred background or customised background tool. Children should never be in their bedrooms, but in a shared space. Staff should be conscious of who else is in their own house and around during the meeting.
- Follow the school dress code when holding a meeting.
- Set up a lobby/waiting room where students can engage with the class group while waiting for all students to enter the room, and so that you can ensure only the right people enter the meeting.

Running the meeting
- Teach children the etiquette of how you want to work, for example keeping microphones off whilst someone talks.
- High expectations of behaviour are needed for all taking part- classroom expectations in terms of clothing, language etc.
- Make sure everyone in the meeting knows who is present.
- Outline the lesson outline and purpose and what will happen during the meeting.
- If anyone enters the meeting that is not invited, except the Headteacher or Deputy Headteacher, the meeting must be ended immediately.
- The teacher must be the last person to leave the meeting/chat/room to ensure they monitor what is being said.
- Take care when using screen sharing so you don't accidentally share confidential information. Shut down other programs, such as email prior to the lesson.
- No recording must take place. If a child/parent is videoing the meeting or taking screen shots, then the meeting must be ended immediately.
- Try to avoid using the chat function, instead, share a document where children ask questions rather than use the chat function (for example setting up a grid for questions/thoughts on a doc.).
- If anything happens or is said that raises welfare of safeguarding concerns, then the school's Safeguarding and Child Protection Policy and procedures must be followed immediately.

Guidance for Parents on Video Meetings:
- You will have already given permission before a meeting is set up with your child.
- Ensure you are in the room during the video call and ideally sat with your child.
- Ensure as far as is possible no one else is able to hear
- Remind your child to visit the toilet before the meeting.
- Do not record or take images during the session.
- Ensure the meeting is in a shared room in the home, not a bedroom.
- Ensure your child is suitably dressed for the meeting.
- Try to minimise other noise and distractions.
- Keep the joining code and other passwords etc secret.
- Talk in a calm and appropriate manner throughout.
- Do not raise concerns in front of the child, or through the chat function. If you have concerns, arrange to speak to the teacher after the session and if necessary, contact a member of the Senior Team at La Moye School.
- You have the right to stop the meeting if you are unhappy. Please do this calmly and contact the teacher after this to discuss why this needed to happen.

Guidance for Pupils on Video Meetings:
- Make sure you are not in a bedroom

- Make sure you are wearing sensible clothes to speak to your teachers.
- Be sensible and polite- talk to your teachers as if you were at school.
- Remember that your teachers are there to keep you safe, and if they are worried about you, they may have to tell someone after the meeting.
- Follow the way your teachers want you to work- you may need to turn off your video or microphone.
- Tell your teacher or parent if you are unhappy, feeling uncomfortable, want the meeting to stop, or need to visit the toilet during the meeting.

May 2020, John Baudains, Headteacher