



Brampton Abbotts CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

Remote Learning with Technology Policy

This policy will be reviewed and updated by the Governing Body at least every four years.
All references to 'the school' imply both Brampton Abbotts and Bridstow Primary Schools.

Policy approved by Governing Body on 18th Jan 2021

Signed Daniel Brearey, Headteacher

A handwritten signature in black ink that appears to read "Daniel Brearey".

Paul Mason, GB Chair

A handwritten signature in black ink that appears to read "Paul Mason".

Policy due for review 2022

Remote Learning with Technology Policy

1. INTRODUCTION

This policy has been written based on [guidance from SWGfL](#) and it attempts to match the situation that is found in many Herefordshire primary schools. Mark Sanderson, Local Authority ICT consultant wrote the model from which this policy was taken. It is also a vehicle to communicate best practise and to recommend systems and processes.

This policy should be read alongside the following policies:

- Online Safety Policy
- Child Protection & Safeguarding Policy
- Data Protection Policy

2. POLICY AND RATIONALE

2.1 Why use technology for home learning?

This policy template has been created as a direct response to the COVID 19 outbreak and while much of the content is of particular and urgent relevance there are gains to be had in more normal times from using technology with home learning. It is to be hoped that good practises and solutions developed and adopted during this most difficult time will continue to be used when we return more to normal ways of working with our children.

In so many areas of learning, technology has the potential to extend possibilities, motivate children and to extend the audience. These are no less true for home learning when learning is possible in the normal way, at other times (COVID-19) technology may well become the main vehicle for learning. This is particularly the case when children, either as a group or as individuals cannot be present in school.

2.2 Responsibilities, reviewing the vision and policy

- *This policy is reviewed every two years or more often if significant changes in technology or circumstance arise.*
- *This policy, and all revisions, is ratified by the governing body.*
- *This policy is formulated and monitored by the computing coordinator. The computing coordinator also leads on the two yearly review of the policy.*
- The policy is based around what we consider to be the best technical solutions at the time of writing

3. EDUCATION & RESOURCES

- We use technology in a profitable way. We are clear that technology at home is not just a replacement for activities that might take place in school in more traditional ways: teachers plan for appropriate and value added activities drawing on what tech is good at.
- Appropriate training and support in home learning and technology is provided for staff.
- Timescales are usually longer for home based tasks and teachers' expectations are adjusted accordingly.
- "Marking" takes on a new meaning and different forms with digital. Marking standards and expectations are set with this in mind.
- Not all home learning is screen based in order to achieve a healthy balance.
- Support is provided for parents, where appropriate to help them understand how they can best support their children and how to adjust their own expectations.

3.1 Seesaw

Our main content management and workflow system throughout the school is Seesaw.

Seesaw is used routinely in the classroom during the school day when children are using technology to:

- Provide a means by which children can build up their own portfolio of work created on tablets, or more traditionally then photographed.
- Share this work with other children and with the teacher thereby increasing the audience and purpose for/of their work.

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- Allow their work to be peer assessed via likes and comments from other children.
- Provide a practical vehicle for many aspects of online safety and digital literacy / responsibility.
- Enable teachers to get digital worksheets / resources / activities easily to children.
- Allow children to explain their thinking (drawing tool)
- Provide audio support / feedback / dialogue for children with additional needs.
- Share children's work with their parents.
- Provide a vehicle for communication with parents.
- Share best work with the whole world via our class blog.
- Communicate with children in other schools on specific projects.
- In addition to all of that, **as a home learning tool** we use Seesaw to:
 - Provide an essential communication tool.
 - Allow teachers to create (or adapt others') "activities" for children to complete and return in an efficient manner
 - Provide a versatile "homework" tool allowing meaningful tasks to be carried out at home.
 - "Flip" the classroom by allowing preparation for learning to be undertaken first at home (eg background ready, responding, gathering photographs, internet resources, responses from family members) and sending them digitally into school.
 - Allow children a communication tool between each other within the class. OR
 - Allow each child to interact, exchanging work and comments, only with the teacher

3.2 Zoom – Video conferencing

We have chosen to use Zoom for live teaching and for controlled and supervised interaction between children because it offers a hassle free, easily setup and managed environment.

Teachers make their own decisions about how best to use it with their own classes but broadly it is used:

- To collaborate with groups of pupils in other parts of the world.
- To provide teachers with a tool to teach individuals (with appropriate safeguards – see below) small groups directly
- To provide a platform where children can exchange and share ideas live
- To enhance wellbeing and mindfulness for children who will not otherwise see their friends.
- As a tool for staff meetings, parents meetings, governor meetings

3.3 Content

Content is drawn from the content providers we use normally in school. This is not an exhaustive list. These are:

- Twinkl – the school pays an annual subscription
- 123 maths
- Oak National Academy – created in response to the first Covid-19 lockdown
- BBC Bitesize

Additionally teachers create content in Seesaw and use readymade "activities" from in school.

4. INVOLVING PARENTS

- In line with the terms and conditions of online platforms we obtain parental consent for all online tools we use in school. This has already been done as part of our normal consent requests at the start of each academic year.
- We ask parents to take an active role in the oversight of their children's learning at home.
- We help to facilitate this by encouraging them to use the Seesaw Family app to keep informed of work posted by their child.
- We use Seesaw to maintain online conversations with parents.
- Where video conferencing takes place we ask parents to oversee this.
- If children wish to take part in their own conferences it is essential that this is done by the parent from an account they have created. It is even more important that these are overseen by parents.
- We initiate conversations with parents on the subject of access to technology at home to try to ensure equity of provision (see below).

5. ONLINE SAFETY & SAFEGUARDING

- All online activity is undertaken in school within the parameters of our Online Safety policy

- Similarly Safeguarding is an important consideration in all we do, this extends to home learning.
- Teachers use only official school email accounts and are encouraged only to use school equipment.
- We recognise that home learning may bring with it extra opportunities to be vigilant about safeguarding. For example, video conferencing can provide an insight into home situations. Safeguarding concerns are reported according to our policy.
- Children are encouraged to report any concerns they may have to a member of staff.
- Teachers regularly discuss with children the importance of keeping passwords secure and secret, we recognise that this is especially important beyond the protection of the classroom.
- Children are reminded about taking breaks from screens and the dangers of overuse.
- Equally, teachers are encouraged to set their own parameters around when they are available online. It is made clear to parents that they will not always be so.
- Children are reminded about camera, microphone and device security and about privacy controls on devices.
 - [NCSC Guidance on security of cameras](#)
 - [NCSC Securing devices](#)
- Teachers remind children of the rules that apply when taking part in a video call and about etiquette. These are revised at the start of every session:
 - Children must be appropriately dressed and in an appropriate room
 - Everyone needs to wait their turn to speak (perhaps put hands up, teachers should consider muting pupil's devices)
 - Consider what is in the background
 - Be aware of open mics and cameras
 - "classroom standard" behaviour is expected
- All use of technology affords opportunities for online safety discussions; this is no less true of technology at home.
- Unsupervised one to one tuition is not permitted in order to protect both the child and the adult.
- Acceptable use policy guidelines (see our Online Safety Policy) apply equally with remote learning
- Teachers may record video sessions and make these available to children after checking (it can be a valuable support tool for some children to be able to watch explanations repeatedly). Where this takes place it is made clear from the outset that this is happening.
- Expectations are made clear to children about not sharing such recordings further, and that they will be kept only for as long as is necessary.
- Children are not permitted to record live video sessions.
- Teachers keep a record of when recordings were made and who participated in them.

6 USER ACCOUNTS AND PERSONAL DATA

- We use Seesaw at home via Seesaw's "home learning codes" in this way children need only a numeric or QR code to sign in and can see only their own work.
- Teachers manage permissions within Seesaw as they feel is most appropriate for the children in their class, especially taking into account age appropriateness. These decisions especially relate to:
 - Whether or not children can see each other's work
 - Comments and likes
 - The extent to which work comments is moderated by the teacher before it is accepted.
- Please see also the comments relating to recorded data in the Online Safety section above.

7 PARITY OF PROVISION

- We are clear that inequality of home provision of technology is not used as a reason for the majority not to use it.
- Where possible, alternative means of completing tasks are made available to children so that tech is not essential. However, where feasible school technology is loaned out to all families in need to ensure this hurdle can be overcome.
- Teachers engage parents in conversations about what is possible with tech at home.
- We have a named point of contact in school for children / parents to approach over technical provision at home.

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- Conversations with parents also touch on connectivity, broadband and payment plans. We are keen that vulnerable parents understand the implications of working with video files, for example, outside of an unlimited data plan on mobiles.