CALDER HOUSE SCHOOL

Remote Learning Policy

Monitoring and Evaluation

The Head Teacher shall have oversight of this policy and ensure all staff follow procedures and that these are carried out. The effectiveness of this policy shall be monitored during Governor's meetings. This policy will be updated annually and any changes occurring during the year should be updated as soon as possible.

Written March 2020

Reviewed March 2021

Reviewed 24.04.2020 * new advice on remote teaching

Sent to Governors 04.05.2020

Our school aims to:

Have robust processes in place to ensure the online safety of pupils, staff, volunteers and Governors.

Deliver an effective approach to online learning, which empowers us to protect and educate our pupils remotely.

Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate.

What is Online Safety? Online Safeguarding, internet safety, online safety and digital safeguarding are interchangeable but all relate to ensuring that those who use technology do so safely and responsibly. Typically, online safety tends to be associated with online grooming, online bullying or access to inappropriate images/video. However, there is a broader and developing agenda related to the growth of social media including information privacy, sexting, self-generated indecent content, gaming addiction, radicalisation and others. Online Safeguarding is a common thread running across related areas including child sexual exploitation, anti-bullying and anti-social behaviour.

Online Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience. The school's Remote Learning policy should operate in conjunction with other policies including those for:

Child Protection:
http://www.calderhouseschool.co.uk/assets/uploads/CHS_Child_Protection_Policy.pdf

Online Safety:
http://www.calderhouseschool.co.uk/assets/uploads/CHS_Policy_on_the_Safe_use_of_the_Internet.pdf

Student Behaviour http://www.calderhouseschool.co.uk/assets/uploads/Anti-bullying_policy.pdf,
http://www.calderhouseschool.co.uk/assets/uploads/CHS_Our_Schools_Anti_Bullying_Policy.pdf,

Curriculum
http://www.calderhouseschool.co.uk/assets/uploads/CHS_Curriculum_Policy.pdf

Data Protection and Security
http://www.calderhouseschool.co.uk/assets/uploads/CHS_Data_Protection_Policy.pdf

What are the risks? While recognising the enormous potential of technology and its applications, we need to accept that there are associated risks and develop effective mitigating strategies to address them. Different challenges will present on an on-going basis but the main risks can be considered to fall within specific categories. Ofsted and ISI classify these three categories as:

Content: being exposed to illegal, inappropriate or harmful material

Contact: being exposed to harmful online interactions with other users

Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Safeguarding and security considerations for video conferencing in education

Video Conferencing – Google Meet: Videoconferencing enables users to see and hear each other between different locations. This 'real time' interactive technology has many uses in education.

 If 'Google meet' is used, conferences/meeting should always be booked as private and not made public. The conference URL should only be given to those who you wish to take part. Check who has signed into your conference/meeting; as a guest without a camera would not be visible.

Statements: All videoconferencing equipment in the classroom must be switched off when not in use and not set to auto answer. External IP addresses should not be made available to other sites. Videoconferencing contact information should not be put on the school Website.   The equipment must be secure and if necessary locked away when not in use. School videoconferencing equipment should not be taken off school premises without permission.

Users: Pupils should ask permission or be prearranged from the supervising teacher before making or answering a videoconference call. Videoconferencing should be supervised appropriately for the pupils' age. Parents and carers should agree for their children to take part in videoconferences. Only key administrators should be given access to videoconferencing administration areas or remote-control pages. Unique log on and password details for the educational videoconferencing services should only be issued to members of staff and kept secure.

Content: If recording a videoconference lesson, written permission should be given by all sites and participants. The reason for the recording must be given and the recording of videoconference should be clear to all parties at the start of the conference. Recorded material shall be stored securely by the school or agreed (by all) third party. Videoconferencing is a challenging activity with a wide range of learning benefits. Preparation and evaluation are essential to the whole activity. If third party materials are to be included, check that recording is acceptable to avoid infringing the third-party intellectual property rights. Establish dialogue with other conference participants before

taking part in a videoconference. If it is a non-school site it is important to check that they are delivering material that is appropriate for your class.

Consider your surroundings*. Take a moment to think about what your camera shows when you're on a call.*

*Make sure that **all** your devices and applications (not just the video conferencing software) are kept up to date. Applying software updates is one of the most important things you can do to* protect yourself online.

See also;

- https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely
- https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations

Roles and Responsibilities: Remote Learning is not a discreet area and cannot be assigned to a single member of staff. Effective remote learning is achieved through a whole school approach however there are some responsibilities which sit with a specific role in the school.

The Managing Director and Governing Body

- Overall responsibility for data and security provision (on the school grounds).
- Ensures that the requirements of the Data Protection Act are complied with fully by the school. This is represented by an ongoing responsibility for ensuring that the registrations under the Data Protection Act are up-to-date and cover all uses being made of personal data and registrations are observed with the school.
- In addition, the Managing Director is responsible for ensuring that users of systems and data are familiar with the relevant aspects of the Policy and to ensure that the appropriate controls are in place for staff to comply with the Policy. This is particularly important with the increased use of computers and laptops at home. Staff should exercise extreme care in the use of personal data to ensure legislation is not contravened, in particular the Data Protection Act and GDPR.

The Headteacher: The Head Teacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

- Takes overall responsibility for online provision
- Takes responsibility for online safety within the school grounds
- Ensure the school uses an approved, filtered internet service which complies with current statutory requirements.
- Is responsible for ensuring that staff receive suitable training to carry out their remote learning roles and to train other colleagues as relevant.

- Is aware of the procedures to be followed in the event of a serious online safety incident.
- Liaise with a recognised body SWGfL to ensure that remote learning is safe and risk assessed appropriately.
- Ensures there is a system in place to monitor and support staff that carry out remote learning procedures.
- Risk Assessing the online learning platforms that pupils will engage with remotely and communicating the risks to all stakeholders including parents, pupils, teaching staff and Governors.

School online safety Co-ordinator/Designated Child Protection Lead: Details of the school's designated safeguarding lead (DSL) are set out in our child protection and safeguarding policy. The DSL takes lead responsibility for online safety in school, in particular:

- In ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the Lead Teacher for Computing and Lead Teacher for PSHRE and other staff, as necessary, to address any online safety issues or incidents
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- Updating and delivering staff training on remote learning
- Liaising with other agencies and/or external services if necessary
- Providing regular feedback on the implementation in school to the Governors.

Email:

- Our school provides staff with an approved email account for their professional use and makes it clear that personal email should be sent through a separate account.
- We do not publish email addresses of staff or pupils on the school website and use anonymised email accounts for communication with the wider public.
- We will consult with the Local Authority and if necessary, contact the Police if any of our staff or pupils receives an email that we consider to be particularly disturbing or breaks the law. We will also report messages that appear to support illegal activities to the relevant authorities and if necessary, to the Police.
- We ensure that ensure that email accounts are maintained and up to date and use technologies to protect users and systems against SPAM, phishing and viruses.
- Pupils have .pl email addresses for use with google classroom, but these are not active for the children.

Managing Emerging Technologies: Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

Other devices:

Mobile phones and associated cameras will not be used during lessons or formal school time. Taking photographs at any time without the subject's consent is prohibited. Any mobile phones brought into school by children will be turned off and handed in at the office until the end of the day.

The sending of abusive, offensive or inappropriate material is forbidden.

Staff should not share personal telephone numbers with pupils and parents. (A school phone will be provided for staff where contact with pupils or parents are required).

REMOTE TEACHING

In the event of an enforced school closure, the following procedures are in place for remote learning.

We will be using Google Classrooms to continue supporting our children during the school closure.

'Google Classroom is a free web service developed by Google and part of the G Suite for Education to help schools streamline the process of sharing files between teachers and students.'

Teachers

1. In the event that the School is closed to pupils, all teaching staff will be expected to be present at School unless the government issues advice to the contrary. Teaching staff should only teach from home in the following circumstances:
   - If the government closes the School to all pupils and staff, or if they separately advise everyone to work from home
   - If members of staff are self-isolating in line with government guidance; or
   - Members of staff need to be at home for other reasons (e.g. childcare arrangements)
   - There is no expectation or requirement for staff to teach if they themselves fall ill.

https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

2. Classrooms will be set up for each of the taught lessons within a school day. Classrooms will be clearly labelled (as they would be on the child's timetable) and will include the time of the lesson.
3. The 'Google Classroom' Rules – in pupil friendly language should be posted in every classroom, and teachers should draw attention to these at every opportunity.
4. In a classroom work should be set to meet the individual needs of the child being taught. Work should be set, where possible with both written and audio instructions to promote pupil independence.

5. The work should be scheduled to appear at the time of a daily lesson. Lessons should be clearly dated.
6. Wherever possible, work set should reflect the normal curriculum objectives. It is understood that learning activities will differ from those in a classroom setting.
7. Teachers are expected to make the class tutor and Head teacher aware of a pupil who does not complete work regularly.
8. Teachers are asked to ensure that all pupil queries are dealt with in real time, as the lesson is being taught. Teachers should use the 'private chat' facility to give further instructions for a task, and additional help and advice.
9. Teachers should ONLY use Google Meet for group sessions. This is a pastoral 'meet and greet' in the morning.
10. Google Meet should only be used on a 1:1 basis for SALT and specialist teachers. Appointments MUST be prearranged and a parent MUST chaperone these sessions.
11. Teachers should take into account adaptations to home learning for all of our pupils, ensuring they are able to access the work and that there are appropriate expectations of the work they will produce.
12. Teachers should ask for work to be submitted as appropriate via Google Classrooms.
13. Teachers will give feedback on work submitted, in line with our marking policy. Pupil work submitted will contain a www and ebi statement.
14. All pupil work will be given merits, using the 'grade' facility.
15. Teachers will bring concerns about lesson engagement immediately to the attention of the Head teacher.
16. Teachers will not provide feedback to pupils that would be visible to third parties on line.
17. Teachers will keep a private record of merits and will contact the tutors and Head of School, for any special recognition awards.
18. Teachers will pass work (with parental permission) to the Head of School to be celebrated on the school website.

Pupils

1. Should log onto their Google Classroom at 0840 and register with their Form Tutor using Google Meet. They should then complete lessons (where ever possible) at the times that they usually would.
2. Should follow their normal timetable as far as possible, completing tasks set on Google Classrooms.
3. Take responsibility for learning about the benefits and risks of using the internet in school and outside.
4. Understand the need to avoid plagiarism and uphold copyright regulations.
5. Understand the importance of reporting abuse, misuse or access to inappropriate materials. Refer to the 'Google Classroom Rules' posted in each classroom.
6. Understands what to do if they or someone they know feels worried or vulnerable when using online technology.
7. Understand and comply with the school policy on the use of phones, cameras and other mobile devices.

8. Understand and comply with the school policy on the use of photographic images and online-bullying.
9. Understand the importance of adopting good online safety practise when using technology outside school and that the school online safety policy covers their actions out of school (if related to their membership of the school).

<u>Parents</u>

1. Can help to encourage and support their children's work by ensuring they have an appropriate place to work – this should account for measures of privacy within your homes.
2. Ensure that children are suitably prepared with resources for online learning; including a pencil case.
3. Ensure children are appropriately dressed if they are to join a virtual lesson.
4. Checking that work set on Google Classrooms is completed by due date, and ensuring that the normal school timetable for the day is followed as far as possible.
5. Should help to upload completed work where necessary and share the success of their children with the Head Teacher.
6. Should contact the Head Teacher if there are any concerns.
7. Should contact the Head Teacher if they do not have access at home to the internet or a suitable device (e.g. PC, laptop, tablet or smartphone), or are otherwise unable to complete any of the work set.
8. Chaperone ALL Google 'Meet' Sessions. You do not have to be visible to the camera, but you must be in the room and available throughout the session.
   Parents must indicate to the school that their children will be participating in these sessions by emailing the office – office@calderhouseschool.co.uk

This policy should be read in conjunction with the School's policy on the *Safe use of the Internet* – which is available from the Office and from the School's website: http://www.calderhouseschool.co.uk/about/policies

All Pupils and their Parents are expected to agree to abide by the terms of the School's Acceptable Use Agreement – see Appendix One.

Appendix one

Acceptable Use Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users.

For my own personal safety:
- I understand that Calder House School will monitor my use of the systems, devices and digital communications.
- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc.)
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable if I see it on-line.
- I will not record, or attempt to record any live streamed lessons.
- I will not join a Google Meet lesson/opportunity unless there is an adult present (in the room) at home.

I understand that everyone has equal rights to use technology as a resource:
- I understand that Calder House School systems and devices are intended for educational use and that I will not use them for personal or recreational use.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.

I will act as I expect others to act toward me:
- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.
- I will not attempt to re join a video conferencing call once it has been ended by my teacher.

When using the internet for research or recreation, I recognise that:
- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
-

I understand that I am responsible for my actions, both in and out of school:
- I understand that Calder House School also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be online-bullying, use of images or personal information).
- I understand that if I fail to comply with this acceptable use agreement, I may be subject to disciplinary action.

- **Please complete the sections on the next page to show that you have read, understood and agree to the rules included in the acceptable use agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices.**

Acceptable Use Agreement Response Form

This form relates to the acceptable use agreement; to which it is attached.

Please complete the sections below to show that you have read, understood and agree to the rules included in the acceptable use agreement.

I have read and understand the above and agree to follow these guidelines when:

- I use Calder House School systems and devices (both in and out of school)
- I use my own devices to support remote learning e.g. mobile phones, tablets USB devices, cameras etc at home.

Name of Student/Pupil:

_____

Group/Class:

_____

Signed:

_____

Date:

_____

Parent/Carer Countersignature

Signed

_____

Date:

_____