

5	<u>ODBST Non-Statutory Document or Framework</u> (a document produced to support leaders and governors for their consideration as guidance or support for routines and activities in various areas of the school.)
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## ODBST Safeguarding and Safe Remote Learning Guidance

### Vision statement

At Christ the Sower Ecumenical Primary School we provide the ‘good earth’ for all in our community to flourish; where every member can fully explore who they are created to be, with the high expectation that we, individually and collectively, will bear fruit beyond our wildest dreams. A place where we are loving, learning and growing together.

There are a number of online options that schools may consider, ranging from merely setting homework or providing access to online resources through video tutorials and interactive video conferencing. Staff capability and the age of your children is going to determine your approach.

If you decide to use audio and video for real-time online teaching, there are some things you will want to consider to ensure that you safeguard staff and children:

Organisation	Participation	Technology
<ul style="list-style-type: none"> <li>▪ Do school online safety policies (Acceptable Use / Safeguarding / Standards) reference online teaching?</li> <li>▪ How will personal data be managed?</li> <li>▪ Have staff access to school systems and data?</li> <li>▪ How will safeguarding be managed and have staff been trained?</li> <li>▪ Consider the location children join from and what can be seen and heard on screen.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whilst clearly determined by age, setting tasks may be more manageable than timetabling lessons online</li> <li>▪ How will children be supervised and what are the expectations of participation and attendance?</li> <li>▪ What work will children be expected to do and when?</li> <li>▪ How will parents be contacted and involved?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do staff and children have the necessary technology and access?</li> <li>▪ Who will provide technical support?</li> <li>▪ How will classes be conducted online, using what service / platform / tools / features?</li> <li>▪ Have the technology service terms and privacy statements been considered?</li> </ul>

### 1. Policy references

1.1. Leaders and governors must check that their school policy allows for teaching classes online. It must contain acceptable use agreements for staff and pupils and these will apply in this case. These must be signed by pupils and where necessary, parents.



1.2. Governors should revisit their IT and safeguarding policies and ask leaders to remind staff of the staff code of conduct and the recently agreed safeguarding annex statement about the use of video platforms for contacting pupils or their families. In allowing this as a format for learning or contact no member of the staff should engage in one to one online tuition to help safeguard children and staff.

## 2. Technology & Systems

2.1. Schools should consider that technology and Internet connection speed which will be required for everyone to participate (e.g. devices). Not all pupils will have access to technologies that will enable them to participate in online classes. Schools should evaluate the solutions to enable all pupils to engage in learning; maybe through a device loan system, use of post to submit assignments or the availability of mobile phone signal.

2.2. Senior leaders should consider activities carefully when planning – for example, online access within school will have internet content filtering systems in place that are unlikely to be replicated in the home environment.

2.3. Ensure that staff and children don't incur surprising costs, eg mobile data access charges - (video utilises significant amounts of data).

2.4. Ensure access to school technical services to provide advice and answer queries as often technical glitches can distract from the smooth running of a learning session. If interactive conference is being used, it may benefit from logistical support to help participants overcome access queries or glitches and to allow the teacher to concentrate on the objective of the online class.

2.5. Consider the security of devices, in particular cameras and microphone and ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

2.6. Staff should not use personal devices and should only use school provided equipment

2.7. There are a wealth of online services and systems that enable online video and audio communication. It is important to consider the features you need based on the group and objectives you have.

### Audio conference call

- Powownow
- Gotomeeting

### Broadcast

- Youtube
- Facebook Live

### One to many Conferencing

- Microsoft teams
- Skype
- Webex
- Adobe Connect
- Zoom
- Google Hangout
- Other VLE provided conferencing tools

## 3. Pupils & adults



- 3.1. Set an agenda for your class - This is helpful for pupils -- and for parents. Pupils like to know what the plan is. They like to know how long they must maintain their attention and how much is left to cover. (Adults like this, too!) Even a very basic agenda can help them keep track of how much is left to do.
- 3.2. Give everyone an easy way to check in when they log on - This helps the teacher know who is present -- and lets the pupils know who else is in the call. Pupils can do this through the chat window with a simple "hello". Answering a fun question, like "What's your favourite superhero?" or "What did you have for breakfast?" can put an engaging twist on it. Check-ins like this mean you don't have to formally register everyone individually.
- 3.3. Keep the pace steady - Keeping a steady pace means that you're more likely to end the call on time. Momentum is key. With children or adults, when it seems like the speaker is marking time or leaving too long between activities, it's easy to lose focus. Giving pupils a way to engage with you can maintain this momentum, too. Ask them for a thumbs up to the camera if they are keeping up with you.
- 3.4. Peer interactions can provide motivation and improve learning outcomes - note the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes. A range of strategies to support peer interaction, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content are found to be effective.
- 3.5. Learning styles (appendix A):

#### Passive

- teacher posts activities and pupil posts responses. E.g: Online tutorials via YouTube on GSuite or learning portal.
- Setting up work on Learning Platform, GSuite, Edmodo, Seesaw, Classcharts, or other app/platform.
- Podcast/voice tutorials.

#### Interactive, live or Synchronous

- pupil and staff connected in the same service at the same time - ie live video and audio. (without expertise and experience this may not be the most appropriate approach for pupils. Best used for staff/SLT/Governor meetings).

## 4. Age

- 4.1. Its important to consider the age of your pupils, both in terms of the age requirements of the service you are using, together with their ability to participate.

## 5. Size of Group

- 5.1. Larger groups of children may be more challenging to manage during an interactive online class and so more passive or broadcast approaches may be more suitable. A second or even a third adult may help. Also, the use of the 'mute' function by the meeting organiser can limit interruptions.

## 6. Parents

- 6.1. In each case parents should be noted as part of the arrangements for any online learning.

- Develop a clear plan for your communications with families.
- Try to personalise messages as much as possible.
- Frame your messages positively, such as celebrating home learning successes so far.



- Reinforce simple, encouraging messages around home learning, routines and study tips.
  - Consider how emails, phone calls and text messages may be combined effectively.
  - Avoid, where possible, complex communication about curriculum content
- 6.2. Expect to engage with parents who may be present in the room and may not leave the immediate area, greeting them, informing them of the content of the on-line session before transferring the focus to the pupil. However, adults should always consider that parents, while not visible, may be in the immediate area when communicating with pupils generally and individually.

## 7. Live Video

- 7.1. Live streaming services require caution, given requirements for accounts, personal data and privacy questions:
- consider the terms of service for the chosen package together with privacy policies and in particular if there are any minimum age requirements of the chosen service.
  - consider if the system includes online chat feature, and if this can be moderated.
  - consider Privacy settings before posting – (e.g. YouTube has a variety of settings (Public, Unlisted, Private, Comments Allowed/Not Allowed) that will determine who can see and comment on the video).
  - If messaging services are used by staff, e.g. WhatsApp, be mindful of professional standards.

Group size	Teaching Mode	Potential Technology
Tutor or small groups	Interactive	Communication
Class groups	Interactive/Broadcast	Video conferencing/video sharing
Lectures	Broadcast	Video sharing

## 8. Location/Environment

- 8.1. If live video and audio is being used, there should be careful consideration of the location that everyone uses. It is possible that children may be in their bedrooms and this may not be appropriate. You may choose to use a conferencing service that allows the teacher to disable or enable users' microphone and video cameras.

## 9. Behaviour

- 9.1. Be clear about the expectations of both pupil and staff behaviour (e.g. a 'classroom standard' of behaviour is expected from all participants). When pupils know what's expected, it helps them to do what's right. This is especially helpful when pupils are in a remote learning environment, where you -- the teacher -- aren't on hand and keeping a watchful eye.
- 9.2. It is worth considering some ground rules; creating safe spaces and explaining these as the introduction to each session. Examples may be who can speak. If this is the first time that classes are delivered online, it may take some time in becoming familiar with the new environment.

## 10. Recording/Record Keeping



10.1. Schools will make a note of the conference timing and a list of all those participating, including those that arrived/departed early or late. Be clear about whether it is acceptable for pupils to record events and expectations/restrictions about onward sharing

10.2. If the service you use records the conference, make sure that everyone is aware of this. It's important to know how long any recordings are kept for and how to access them.

## 11. Personal Data

11.1. The conference service may require the sharing of personal data, e.g. usernames to invite in. It is always best practice to use school-provided email addresses as Data Protection laws still apply.

## 12. Safeguarding

12.1. Online or offline, effective Safeguarding requires a whole-school approach. Planning for online or distance learning activities should include the school's safeguarding team as part of the planning process. Ensure online tuition follows best practice:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by the SLT of their school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.
- Open invitation to SLT

12.2. Remind staff of safeguarding obligations. Report any safeguarding incidents or potential concerns according to your school policy.

12.3. Remind pupils of who they can contact within the school for help or support.

12.4. Highlight UK Safer Internet Helpline as a source of support.



# Home learning approaches

## Planning framework

The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Why include it?	Examples (online / offline)
<b>Activate</b> 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	<p>Pupils watch a relevant video, then write down everything that they remember about it</p> <p>Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory</p> <p>Pupils add to a partially complete concept map</p> <p><b>Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</b></p>
<b>Explain</b> 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	<p>Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how)</p> <p>Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used</p> <p>Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p><b>Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</b></p>
<b>Practise</b> 	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	<p>A video leading pupils through a series of practice questions, reducing the guidance with each example</p> <p>A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding – knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters</p> <p>Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p><b>Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</b></p>
<b>Reflect</b> 	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	<p>Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation</p> <p>Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p><b>Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.</b></p>
<b>Review</b> 	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources</p> <p><b>Tip: A review needn't be a complex task – simply trying to summarise a topic for somebody else is a helpful review.</b></p>



## **Appendix B:** Video Conferencing for children: Safeguarding and Privacy - Overview of platforms

### **Microsoft Teams / Skype**

Part of Office365

£3.80 per month - Office 365 Business Essentials

£9.40 per month - Office 365 Business Premium

Personal data policy statements – for example adherence to GDPR / Privacy Shield - Microsoft adheres to the principles of the EU-U.S. and Swiss-U.S. Privacy Shield frameworks

<https://www.microsoft.com/en-GB/microsoft-365/blog/2018/05/25/safeguard-individual-privacy-rights-under-gdpr-with-the-microsoft-intelligent-cloud/>

How children's data is managed (From Microsoft's Terms & Conditions)

- i. Children and Advertising. We do not deliver interest-based advertising to children whose birthdate in their Microsoft account identifies them as under 16 years of age.
- ii. When a Microsoft product collects age, and there is an age in your jurisdiction under which parental consent or authorization is required to use the product, the product will either block users under that age or will ask them to provide consent or authorization from a parent or guardian before they can use it. We will not knowingly ask children under that age to provide more data than is necessary to provide the product.
- iii. Once parental consent or authorization is granted, the child's account is treated much like any other account. The child can access communication services, like Outlook and Skype, and can freely communicate and share data with other users of all ages.
- iv. Parents can change or revoke the consent choices previously made, and review, edit, or request the deletion of the personal data of children for whom they provided consent or authorization. For example, parents can access their personal Microsoft account (<https://go.microsoft.com/FWLink/p/?LinkID=238657>) and click on "Permissions." For users of Minecraft and other Mojang games, parents can contact us at [account.mojang.com/terms#contact](https://account.mojang.com/terms#contact).
- v. Microsoft Family. Parents can use Microsoft Family to understand and set boundaries on how their child is using their device. There are many features available to Family members, so please carefully review the information provided when you create or join a Family. When Family activity reporting is turned on for a child, Microsoft will collect details about how the child uses their device and provide parents with reports of that child's activities. Activity reports are routinely deleted from Microsoft servers after a short period of time.
- vi. Children and online safety. If you have children or teenagers who use Xbox Live, you can set up child and teen profiles for them. Children and teens under 18 cannot create a profile on Xbox Live without parental consent. Adults in the family can change consent choices and online safety settings for child and teen profiles on [xbox.com](https://xbox.com).

Terms - <https://www.microsoft.com/en-us/legal/intellectualproperty/copyright/default.aspx>

Privacy - <https://privacy.microsoft.com/en-gb/privacystatement>

### **Google Meet / Hangout**



Pricing (per month) - included within G Suite

G Suite for Education - Free

G Suite Enterprise for Education -\$48/user/year

Positive

- The policy offers you clear links to control your data
- You can request access and deletion of personal data
- The policy provides opt-out choices

What to look out for

- Several types of personal information types can be collected.
- Personal information may be shared with third parties for marketing/advertising reasons.
- Some data might be retained indefinitely.

GDPR compliance - <https://privacy.google.com/businesses/compliance/>

Terms and Privacy - <https://policies.google.com/>

### **Webex**

Free personal plan - 40 min limit

£11.25 - small team starter

£14.85 per month - Plus plan

Positive

- You can request access and deletion of personal data
- The policy provides opt-out choices.
- The policy offers you clear links to control your data
- Some data is anonymized or aggregated before sharing with third parties.
- The policy has a special section on respecting children's privacy

What to look out for

- Several types of personal information types can be collected.
- They may also collect information about: Your Internet Protocol (IP) address.
- Personal information may be shared with third parties for marketing/advertising reasons.
- We may share personal information in the following ways: With Cisco business partners or vendors, so that they may share information with you about their products or services.

Terms - <https://www.cisco.com/c/en/us/about/legal/terms-conditions.html>

Privacy - <https://www.cisco.com/c/en/us/about/legal/privacy-full.html>

### **GotoMeeting**

Free 14 day trial

£9.50 per month - professional plan

£12.67 per month - Business plan

Positive

- The policy covers security measures in details.



- ✓ The policy provides opt-out choices.
- ✓ You can request access and deletion of personal data
- ✓ The policy offers you clear links to control your data
- ✓ The policy has a special section on respecting children's privacy

What to look out for

- ✗ Several types of personal information types can be collected.
- ✗ Customer Account and Registration Data: This includes information you provide to create your account with us or register for events, webinars, surveys, etc. and may include, first and last name, billing information, a password and a valid email address.
- ✗ Some data might be retained indefinitely.

Terms - <https://www.logmeininc.com/legal/terms-and-conditions>

Privacy - <https://www.logmeininc.com/legal/privacy>

### **Adobe Connect**

Pricing - £40 per month

Positive

- ✓ The policy provides opt-out choices.
- ✓ The policy offers you clear links to control your data
- ✓ You can request access and deletion of personal data

What to look out for

- ✗ Personal information may be shared with third parties for marketing/advertising reasons.

Terms - <https://www.adobe.com/uk/legal/terms.html>

Privacy - <https://www.adobe.com/uk/privacy/policy.html>

### **Zoom**

Free plan - limited to 40 mins

Pro - £11.99 per month

Positive

- ✓ You can request access and deletion of personal data
- ✓ The policy provides opt-out choices
- ✓ The policy provides opt-in choices

What to look out for

Several types of personal information types can be collected.

- ✗ Information commonly used to identify you, such as your name, user name, physical address, email address, phone numbers, and other similar identifiers.
- ✗ Information about your job, such as your title and employer.
- ✗ Credit/debit card or other payment information.
- ✗ Facebook profile information (when you use facebook to log-in to our products or to create an account for our products.
- ✗ General information about your product and service preferences.



- Information about your device, network, and internet connection, such as your ip address(es), mac address, other device id (udid), device type, operating system type and version, and client version.
- Information about your usage of or other interaction with our products ("usage information").
- Other information you upload, provide, or create while using the service ("customer content"), as further detailed in the "customer content" section below.
- Be aware of so called "Zoom bombing".

Terms - <https://zoom.us/terms>

Privacy - <https://zoom.us/privacy>

### **BlueJeans**

Pricing (per month (billed monthly))

Standard - £11.12

Pro - £15.57

Positive

- The policy provides opt-out choices.
- The policy offers you clear links to control your data

What to look out for

- Minimum age: 13 / 18

Terms - <https://www.bluejeans.com/terms-of-service>

Privacy - <https://www.bluejeans.com/privacy>

