

Remote Education Policy



Moreland Primary School

1. Statement of School Philosophy

Moreland has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Moreland Primary*) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble who are not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child's whole bubble who are not permitted to attend school because of Local or National lockdown arrangements due to Covid-19.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2, (Tapestry, ClassDojo, Zoom) as well as for staff CPD and parent sessions.
- Use of Recorded or live video for instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, LGFL, Charanga, BugClub, TimesTablesRockStars, Numbots, Oxford Owl, Phonicsblocks, Numberblocks

The detailed remote learning planning and resources to deliver this policy can be found:

- Model Timetable and structure for remote learning provision (individual and for bubbles/wider lockdown) in the appendix
- Downloadable Printable documents will be found on Tapestry and ClassDojo or will be available as printed copies from the school office
- Curriculum resources will be found on Tapestry and ClassDojo or will be available as printed copies from the school office
- Code of Conduct for Phone calls, Video conferencing and Recorded or live video can be found in our End User Agreements and policies for Tapestry, Class Dojo and Zoom, Acceptable Use Policies and Staff handbook

5. Home and School Partnership

Moreland School is committed to working in close partnership with families and recognises each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs.

Moreland School will provide a refresher online training session and induction for parents on how to use ClassDojo as appropriate.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Moreland Primary School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

The responsibilities below relate to where a whole class/bubble is isolating or during a Local or National lockdown and would be reduced when it is fewer children isolating and the majority of the class are in school.

Moreland School will provide a refresher training session and induction for new staff on how to use ClassDojo and Zoom.

When providing remote learning in the event of isolation or Local or National lockdown, teachers must be available between 8:30am-4pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. If a teacher is too unwell to teach then another member of staff will provide teaching support to that classes. Teachers from a partner class may be asked to make their lessons available to both year group classes.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly/daily work will be shared on ClassDojo or Tapestry
 - Teachers in Nursery and Reception will be setting work on Tapestry
 - Teachers in Year 1 to Year 6 will be setting work on ClassDojo
- Providing feedback on work:
 - All completed work will be checked daily and feedback will be provided as per to Feedback and Marking Policy. Additionally, verbal feedback through Zoom lessons will take place.

- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account (admin@moreland.islington.sch.uk or via the Parent Portal of ClassDojo
 - Any complaints or concerns shared by parents or pupils should be reported to a member of Senior Leadership Team– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between 9:00-3:30pm

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT or class teacher.

Teaching assistants are expected to participate in the online classes.

They should assist the class teacher by keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account (admin@moreland.islington.sch.uk or via the Parent Portal of ClassDojo
- Any complaints or concerns shared by parents or pupils should be reported to a member of Senior Leadership Team– for any safeguarding concerns, refer immediately to the DSL

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems

- Assisting pupils and parents with initial device set up to access the internet or devices

The SENCO

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support.

The School Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to remote learning to ensure education provided remotely is, as far as practicable, as high quality as in-school education
- Ensuring that staff are satisfied that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies and development plans

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection policy
- Data protection policy and privacy notices
- Digital and hardware development plans
- Online Safety Policy

- Code of Conduct for phone calls, video conferencing and recorded or live video is via the end user agreements/policies for Tapestry, Zoom and ClassDojo as well as the Staff Handbook and LBI Code of Conduct.
- Acceptable use policies (appendices)
- End User Agreements/policies for Tapestry, Zoom and ClassDojo
- Zoom and ClassDojo policies (appendices)

Appendix 1

Remote Learning Provision in case of bubble self- isolating/ full lock down.

If a teacher is too unwell to teach then another member of staff will provide teaching support to that classes. Teachers from a partner class may be asked to make their lessons available to both year group classes.

EYFS

Literacy

- Daily literacy activity linked to the core text (mixture of video, paper, practical activities) via Tapestry/ paper pack.
- Daily phonics video – either recorded, live or using DFE provided videos
- Daily pre-recorded story – reading for pleasure
- Weekly recording of teacher reading the core text (ready for Monday)

Maths

- Daily pre-recorded/online/ paper based maths activity via Tapestry/paper pack.
- Numberblocks daily video on CBeebies

Other Subjects

- Daily activity via Tapestry/paper pack

TA 's/ Support staff to ring home to check in with families and offer support.

Year 1 and 2

English

- Daily reading via oxford owl/Bug club/home reading book.
- Daily pre- recorded video of activity linked to the core text or linked SPAG (this can be from another source e.g. BBC content). A paper copy will be provided in packs.
- Daily English activity via ClassDojo/paper pack.
- Daily handwriting/spelling activity via paper pack.
- Daily phonics video – either recorded, live or using DfE provided videos
- Daily pre- recorded/online story – reading for pleasure
- Daily Zoom feedback/support for children and parents
- During a Science block the daily English lesson will be replaced by a science lesson.
- As is on the timetable, Friday's English lesson should be replaced by global citizenship. This wherever possible should allow children to discuss issues.

Maths

- Daily Let's Learn video.
- Daily maths lesson from Inspire (book based)
- Daily Zoom feedback/support for children and parents

Other Subjects

- Daily activity (one subject per day) via ClassDojo/paper pack. This can include BBC content or other available pre-recorded lessons if it links to curriculum content.
- Music via Charanga.
- Children should be provided with ideas and links for daily physical exercise that can be taken **indoors** in line with self- isolation guidelines.

Years 3-6

English

- Daily reading lesson based on core text/science/poetry/topic – either live via zoom or children work through whole class reading slides independently and feedback via zoom after.
- Daily pre-recorded video/live zoom lesson linked to the core text writing outcome or linked SPAG. This can include use of pre-recorded lessons from other sources/BBC content if it links to the school curriculum. A paper version will also be provided in packs.
- Daily reading for pleasure – all children should have a home reading book to support this.
- Daily handwriting/spelling activity via paper pack.
- Daily phonics video for children receiving phonics interventions – using DFE provided videos
- Daily reading for fluency if required via oxford owl/Bug club/home reading book (primarily children with low reading age).
- Daily pre-recorded/online story – reading for pleasure.
- Daily Zoom feedback/support for children and parents
- During a Science block the daily English lesson will be replaced by a science lesson.
- As is on the timetable, Friday's English lesson should be replaced by global citizenship. This wherever possible should allow children to discuss issues.

Maths

- Daily 5 – paper pack (can be part of online lesson also)
- Daily Let's Learn video (pre-recorded or live)
- Daily maths lesson from Inspire – children to take copies of relevant pages of text book.
- Daily Zoom lesson/surgery for children to raise any issues/get help

Other Subjects

- Daily activity (one subject per day) via Dojo/paper pack. This can include BBC content or other available pre-recorded or live lessons if it links to curriculum content.
- Topic lesson should be accompanied by some live teaching/zoom feedback.
- Music via Charanga/ website music blog.
- Children should be provided with ideas and links for daily physical exercise that can be taken **indoors** in line with self- isolation guidelines.

Daily Timetable

This will be provided to all parents/ children so that they know when to join lessons and to help them structure the day accordingly.

Appendix 2

Remote Learning Provision in case of individual children self-isolating/quarantining

If children are self-isolating or quarantining due to Covid 19 (when the rest of the class and teacher is in school) they will be provided with the following:

EYFS

- A Link to the appropriate DfE phonics video via Tapestry
- Daily reading via Bug Club
- A link to number blocks videos
- A pack of suggested activities linked to the termly topic covering all subjects.

KS1

- A Link to the appropriate DfE phonics video via ClassDojo
- Daily reading via Bug Club
- Daily maths work – pages from the Inspire text book will be copied and sent home.
- Daily work for other subjects in line with the class timetable via ClassDojo/paper pack.(For Year 1 initially this will be a topic activity pack similar to EYFS). This may be a link to online content such as Oak Academy lessons or BBC content. Music will be accessed via Charanga.
- Daily spelling/ handwriting practice via paper packs.
- Children will be expected to also access TimesTables Rock Stars daily.

KS2

- Daily work for English through Class Dojo
- Daily reading (where possible this will be the whole class reading text accompanied by the slides via Dojo). Where the child does not have a copy of the text available then they will be expected to read and complete questions on Bug Club daily.
- Daily maths work – pages from the Inspire text book will be copied and sent home.
- Daily work for other subjects in line with the class timetable via Dojo/paper pack. This may be a link to online content such as Oak Academy lessons or BBC content. Music will be accessed via Charanga.
- Daily spelling/ handwriting practice via paper packs.
- Children will be expected to also access TimesTables Rock Stars daily.

Appendix 3

Weekly Afternoon Timetable of Subjects


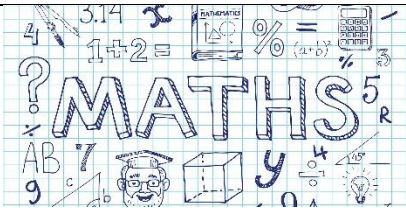
Monday – Music

Tuesday – Computing/Art

Wednesday – Topic

Thursday – PSHE/RE

Friday – Wellbeing/P4C/Spanish

Timetable	
Daily	
	<p>Reading (20 mins) Carry on with the class book if you haven't finished – don't forget to use your reciprocal reading task list to help you record what you have read in your Reading Diary. If you have finished your class book use Bug Club, First News or any book of your choice.</p> <p>Comprehension and writing (20 mins) Work through pages 1 – 5 of the "Journey to the Jungle" in your Talk to Write booklet.</p> <p>Vocabulary (10 mins) Work through the word of the day activities on Vocabulary Ninja Week 4.</p> <p>SPAG (10 mins) Complete the SPAG activities for Week 4.</p> <p>Spelling (10 mins) Practise Year 3 words.</p> <p>Handwriting (10mins) Develop a confident, legible and neat handwriting style practising Week 4 handwriting. https://www.bbc.co.uk/bitesize/primary</p>
	<p>Times Tables (15 mins) Master your Times Tables with Times Tables Rock Stars or practise sheets in your home-learning pack.</p> <p>Five a day (15 mins) Complete the Week 4 questions daily – don't forget to check your answers.</p> <p>Maths lesson (30 mins) Work your way through Unit 11: Text Book 3B pages: 27 - 32; Practice</p>

	Book 3C pages: 29 – 34.
 <p>The word 'Wellbeing' is written in large, colorful letters (W: red, e: green, l: blue, l: yellow, b: purple, e: red, i: blue, n: green, g: blue). Below each letter, a hand is visible, holding the letter up.</p>	<p>Start each day with physical exercises! Videos can be found on YouTube: PE with Joe Wicks, Cosmic Kids Yoga, Five a Day Fitness or Just Dance.</p> <p>Go outdoors with Emma! https://moreland-primary-school.primarysite.blog/?class=2710</p> <p>Enjoy fantastic music activities with Mercedes: https://www.moreland-islington.co.uk/music/</p> <p>Let's carry on with our Time Capsule! The activity for Week 4 is: What am I doing to keep busy?</p>
Twice a week	
<p>Take One Picture</p>  <p>A detail from Paolo Uccello's 'The Battle of San Romano', showing a chaotic battle scene with soldiers on horseback and on foot, amidst a landscape of smoke and fallen figures.</p>	<p>Get inspired by The Battle of San Romano by Paolo Uccello and Design and make a hat or headdress.</p>
Once a week	
 <p>The P4C logo features the letters 'P4C' in a stylized font inside a blue speech bubble with a white cloud-like border.</p>	<p>Use P4C as your thinking and reflecting time. It will help you to develop a deeper understanding of the world around you. Look into your Home Learning pack for P4C activities.</p>

Appendix 4

Acceptable Use Policies

KS1 AUP

My name is _____

To stay **SAFE online and on my devices**, I follow the Digital 5 A Day and:

1. I only **USE** devices or apps, sites or games if a trusted adult says so
2. I **ASK** for help if I'm stuck or not sure
3. I **TELL** a trusted adult if I'm upset, worried, scared or confused
4. If I get a **FUNNY FEELING** in my tummy, I talk to an adult
5. I look out for my **FRIENDS** and tell someone if they need help
6. I **KNOW** people online aren't always who they say they are
7. Anything I do online can be shared and might stay online **FOREVER**
8. I don't keep **SECRETS** or do **DARES AND CHALLENGES** just because someone tells me I have to
9. I don't change **CLOTHES** or get undressed in front of a camera
10. I always check before **SHARING** personal information
11. I am **KIND** and polite to everyone

✓

My trusted adults are:

_____ at school

_____ at home

For parents/carers

To find out more about online safety, you can read Moreland School's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc).

You can find support and online safety resources for parents at parentsafe.lgfl.net

KS2 AUP

These statements can keep me and others safe & happy at school and home

1. *I learn online* – I use the school's internet, devices and logons for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.
2. *I learn even when I can't go to school because of coronavirus* – I don't behave differently when I'm learning at home, so I don't say or do things I wouldn't do in the classroom or nor do teachers or tutors. If I get asked or told to do anything that I would find strange in school, I will tell another teacher.
3. *I ask permission* – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
4. *I am creative online* – I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things, and I remember my Digital 5 A Day.
5. *I am a friend online* – I won't share or say anything that I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.
6. *I am a secure online learner* – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
7. *I am careful what I click on* – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
8. *I ask for help if I am scared or worried* – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
9. *I know it's not my fault if I see or someone sends me something bad* – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
10. *I communicate and collaborate online* – with people I already know and have met in real life or that a trusted adult knows about.
11. *I know new online friends might not be who they say they are* – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
12. *I check with a parent/carer before I meet an online friend* the first time; I never go alone.
13. *I don't do live videos (livestreams) on my own* – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.

14. ***I keep my body to myself online*** – I never get changed or show what’s under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it; I don’t send any photos or videos without checking with a trusted adult.
15. ***I say no online if I need to*** – I don’t have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.
16. ***I tell my parents/carers what I do online*** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I’m doing.
17. ***I follow age rules*** – 13+ games and apps aren’t good for me so I don’t use them – they may be scary, violent or unsuitable. 18+ games are not more difficult or skills but very unsuitable.
18. ***I am private online*** – I only give out private information if a trusted adult says it’s okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.
19. ***I am careful what I share and protect my online reputation*** – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
20. ***I am a rule-follower online*** – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school.
21. ***I am not a bully*** – I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.
22. ***I am part of a community*** – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult and/or report it.
23. ***I respect people’s work*** – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
24. ***I am a researcher online*** – I use safe search tools approved by my trusted adults. I know I can’t believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure I ask a trusted adult.

I have read and understood this agreement. If I have any questions, I will speak to a trusted adult.

At school that includes _____

Outside school, my trusted adults are _____

Signed: _____

Date: _____

For parents/carers

If you want to find out more, you can read Moreland School's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc). You will also have been asked to sign an AUP for parents.

Parent AUP

Background

We ask all children, young people and adults involved in the life of Moreland School to sign an Acceptable Use Policy (AUP) to outline how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Your child has also signed an AUP which is available from school.

We tell your children that **they should not behave any differently when they are out of school or using their own device or home network**. What we tell pupils about behaviour and respect applies to all members of the school community, whether they are at home or school:

“Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face.”

Where can I find out more?

You can read Moreland School's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc). If you have any questions about this AUP or our approach to online safety, please speak to Catherine Bradley, School Business Manager at the School Office.

What am I agreeing to?

1. I understand that Moreland School uses technology as part of the daily life of the school when it is appropriate to support teaching & learning and the smooth running of the school, and to help prepare the children and young people in our care for their future lives.
2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials, including behaviour policies and agreements, physical and technical monitoring, education and support and web filtering. However, the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, which can sometimes be upsetting.
3. I understand that internet and device use in school, and use of school-owned devices, networks and cloud platforms out of school may be subject to filtering and monitoring.

These should be used in the same manner as when in school, **including during any remote learning periods.**

4. I will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
5. The impact of social media use is often felt strongly in schools, which is why we expect certain behaviours from pupils when using social media. I will support the school's social media policy and not encourage my child to join any platform where they are below the minimum age.
6. I will follow the school's digital images and video policy, which outlines when I can capture and/or share images/videos. I will not share images of other people's children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous. The school sometimes uses images/video of my child for internal purposes such as recording attainment, but it will only do so publicly if I have given my consent on the relevant form.
7. I understand that for my child to grow up safe online, s/he will need positive input from school and home, so I will talk to my child about online safety.
8. **I understand that my child needs a safe and appropriate place to do remote learning if school or bubbles are closed (similar to regular online homework). When on any video calls with school, it would be better not to be in a bedroom but where this is unavoidable, my child will be fully dressed and not in bed, and the camera angle will point away from beds/bedding/personal information etc. Where it is possible to blur or change the background, I will help my child to do so.**
9. **If my child has online tuition for catchup after lockdown or in general, I will undertake necessary checks where I have arranged this privately to ensure they are registered/safe and reliable, and for any tuition remain in the room where possible, and ensure my child knows that tutors should not arrange new sessions or online chats directly with them.**
10. I understand that whilst home networks are much less secure than school ones, I can apply child safety settings to my home internet. Internet Matters provides guides to help parents do this easily for all the main internet service providers in the UK. There are also child-safe search engines e.g. swiggle.org.uk and YouTube Kids is an alternative to YouTube with age appropriate content.
11. I understand that it can be hard to stop using technology sometimes, and I will talk about this to my children, and refer to the principles of the Digital 5 A Day: childrenscommissioner.gov.uk/our-work/digital/5-a-day/
12. I understand and support the commitments made by my child in the Acceptable Use Policy (AUP) which s/he has signed, and which can be seen in the Policy section of the school, website and I understand that s/he will be subject to sanctions if s/he does not follow these rules.
13. I can find out more about online safety at Moreland School by reading the full Online Safety Policy here and can talk to the class teacher if I have any concerns about my child/ren's use of technology, or about that of others in the community, or if I have questions about online safety or technology use in school.

I/we have read, understood and agreed to this policy.

Signature/s: _____

Name/s of parent / guardian: _____

Parent / guardian of: _____

Date: _____

Please note that you may also be interested in the school's approach to the following matters, which are all covered as sections within the overall school Online Safety Policy and Remote Learning Policy

- Roles and responsibilities of members of the school community
- Education and curriculum
- Handling online-safety concerns and incidents
- Actions where there are concerns about a child
 - Sexting and upskirting
 - Bullying
 - Sexual violence and harassment
 - Misuse of school technology (devices, systems, networks or platforms)
 - Social media incidents
- Data protection and data security
- Appropriate filtering and monitoring
- Electronic communications
- Email
- School website
- Cloud platforms
- Digital images and video
- Social media
- Device usage

Staff, Governor, Volunteer AUP

What is an AUP?

We ask all children, young people and adults involved in the life of Moreland School to sign an Acceptable Use Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

This AUP is reviewed annually, and I will be asked to sign it upon entry to the school and every time changes are made.

Why do we need an AUP?

All staff (including support staff), governors and volunteers have particular legal / professional obligations and it is imperative that all parties understand that online safety is part of safeguarding

as well as part of the curriculum, and it is everybody's responsibility to uphold the school's approaches, strategy and policy as detailed in the full Online Safety Policy.

Where can I find out more?

All staff, governors and volunteers should read Moreland School's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc).

If you have any questions about this AUP or our approach to online safety, please speak to Catherine Bradley, School Business Manager at the school office.

What am I agreeing to?

1. I have read and understood Moreland School's full Online Safety Policy and agree to uphold the spirit and letter of the approaches outlined there, both for my behaviour as an adult and enforcing the rules for pupils/students. I will report any breaches or suspicions (by adults or children) in line with the policy without delay.
2. I understand it is my duty to support a whole-school safeguarding approach and will report any behaviour which I believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead – Jess Cameron (if by a child) or Executive Headteacher – Ann Dwulit or Head of School – Catherine Lawrence.
3. **During remote learning:**
 1. **I will not behave any differently** towards students compared to when I am in school. I will never attempt to arrange any meeting, including tutoring session, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.
 2. **I will not attempt to use a personal system or personal login for remote teaching** or set up any system on behalf of the school without SLT approval.
 3. **I will not take secret recordings or screenshots** of myself or pupils during live lessons.
 4. **I will conduct any video lessons in a professional environment** as if I am in school. This means I will be correctly dressed and not in a bedroom / impossible to tell that it is a bedroom if this is unavoidable (e.g. even if the camera slips). The camera view will not include any personal information or inappropriate objects and where possible to blur or change the background, I will do so.
 5. **I will complete the issue log for live lessons** if anything inappropriate happens or anything which could be construed in this way. This is for my protection as well as that of students.
4. I understand that in past and potential future remote learning and lockdowns, there is a greater risk for grooming and exploitation as children spend more time at home and on devices; I must play a role in supporting educational and safeguarding messages to help with this.

5. I understand the responsibilities listed for my role in the school's Online Safety policy. This includes promoting online safety as part of a whole school approach in line with the **PSHRE curriculum**, as well as safeguarding considerations when supporting pupils remotely.
6. I understand that school systems and users are protected by security, monitoring and filtering services, and that my use of school devices, systems and logins on my own devices and at home (regardless of time, location or connection), including encrypted content, can be monitored/captured/viewed by the relevant authorised staff members.
7. I understand that I am a role model and will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including social media, e.g. by:
 - not sharing other's images or details without permission
 - refraining from posting negative, threatening or violent comments about others, regardless of whether they are members of the school community or not.
8. I will not contact or attempt to contact any pupil or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways, which are detailed in the school's Online Safety Policy. I will report any breach of this by others or attempts by pupils to do the same to the headteacher.
9. Details on social media behaviour, the general capture of digital images/video and on my use of personal devices is stated in the full Online Safety policy. If I am not sure if I am allowed to do something in or related to school, I will not do it.
10. I understand the importance of upholding my online reputation, my professional reputation and that of the school), and I will do nothing to impair either. More guidance on this point can be found in this [Online Reputation](#) guidance for schools and in Moreland School's social media policy/guidance.
11. I agree to adhere to all provisions of the school Data Protection Policy at all times, whether or not I am on site or using a school device, platform or network, and will ensure I do not access, attempt to access, store or share any data which I do not have express permission for. I will protect my passwords/logins and other access, never share credentials and immediately change passwords and notify [insert name/s] if I suspect a breach. I will only use complex passwords and not use the same password as for other systems.
12. I will not store school-related data on personal devices, storage or cloud platforms. USB keys, if allowed, will be encrypted, and I will only use safe and appropriately licensed software, respecting licensing, intellectual property and copyright rules at all times.
13. I will never use school devices and networks/internet/platforms/other technologies to access material that is illegal or in any way inappropriate for an education setting. I will not attempt to bypass security or monitoring and will look after devices loaned to me.
14. I will not support or promote extremist organisations, messages or individuals, nor give them a voice or opportunity to visit the school. I will not browse, download or send material that is considered offensive or of an extremist nature by the school.
15. I understand and support the commitments made by pupils/students, parents and fellow staff, governors and volunteers in their Acceptable Use Policies will report any infringements in line with school procedures.
16. I will follow the guidance in the safeguarding and online-safety policies for reporting incident: I understand the principle of 'safeguarding as a jigsaw' where my concern might complete the picture. I have read the sections on handling incidents and concerns about a

child in general, sexting, upskirting, bullying, sexual violence and harassment, misuse of technology and social media.

17. I understand that breach of this AUP and/or of the school's full Online Safety Policy here may lead to appropriate staff disciplinary action or termination of my relationship with the school and where appropriate, referral to the relevant authorities.

To be completed by the user

I have read, understood and agreed to this policy. I understand that it is my responsibility to ensure I remain up to date and read and understand the school's most recent online safety / safeguarding policies. I understand that failure to comply with this agreement could lead to disciplinary action.

Signature: _____
Name: _____
Role: _____
Date: _____

To be completed by Executive Headteacher – Ann Dwulit or Head of School – Catherine Lawrence.

I approve this user to be allocated credentials for school systems as relevant to their role.

Systems: _____
Additional permissions (e.g. admin) _____
Signature: _____
Name: _____
Role: _____
Date: _____

Visitor/Contractor AUP

Background

We ask all children, young people and adults involved in the life of Moreland School to sign an Acceptable Use Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media.

Visitors and contractors are asked to sign this document before they are allowed access to the school or its pupils. Many of these rules are common sense – if you are in any doubt or have questions, please ask.

Further details of our approach to online safety can be found in the overall school Online Safety Policy.

If I have any questions during my visit, I will ask the person accompanying me (if appropriate) and/or Catherine Bradley, School Business Manager at the school office.

If questions arise after my visit, I will ask Catherine Bradley, School Business Manager at the school office.

What am I agreeing to?

1. I understand that any activity on a school device or using school networks, platforms, internet and logins may be captured by one of the school's systems security, monitoring and filtering systems and/or viewed by an appropriate member of staff.
2. I will never attempt to arrange any meeting, **including tutoring session**, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.
3. I will leave my phone in my pocket and turned off. Under no circumstances will I use it (or other capture device) in the presence of children or to take photographs or audio/visual recordings of the school, its site, staff or pupils/students. If required (e.g. to take photos of equipment or buildings), I will have the prior permission of the Executive Headteacher – Ann Dwulit or Head of School – Catherine Lawrence and it will be done in the presence of a member staff.
4. If I am given access to school-owned devices, networks, cloud platforms or other technology:
 1. I will use them exclusively for the purposes to which they have been assigned to me, and not for any personal use
 2. I will not attempt to access any pupil / staff / general school data unless expressly instructed to do so as part of my role
 3. I will not attempt to make contact with any pupils/students or to gain any contact details under any circumstances
 4. I will protect my username/password and notify the school of any concerns
 5. I will abide by the terms of the school Data Protection Policy and GDPR protections
5. I will not share any information about the school or members of its community that I gain as a result of my visit in any way or on any platform except where relevant to the purpose of my visit and agreed in advance with the school.
6. I will not reveal any new information on social media or in private which shows the school in a bad light or could be perceived to do so.
7. I will not do or say anything to undermine the positive online-safety messages that the school disseminates to pupils/students and will not give any advice on online-safety issues unless this is the purpose of my visit and this is pre-agreed by the school. NB – if this is the case, the school will ask me to complete Annex A and consider Annex B of '[Using External Visitors to Support Online Safety](#)' from the UK Council for Child Internet Safety (UKCIS).
8. I will report any behaviour which I believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead – Jess Cameron (if by a child) or Executive Headteacher – Ann Dwulit or Head of School – Catherine Lawrence.
9. I will only use any technology during my visit, whether provided by the school or my personal/work devices, including offline or using mobile data, for professional purposes and/or those linked to my visit and agreed in advance. I will not view material which is or could be perceived to be inappropriate for children or an educational setting.

~~~~~

To be completed by the visitor/contractor:

**I have read, understood and agreed to this policy.**

**Signature/s:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Organisation:** \_\_\_\_\_

**Visiting / accompanied by:** \_\_\_\_\_

**Date / time:** \_\_\_\_\_

To be completed by the school (only when exceptions apply):

**Exceptions to the above policy:** \_\_\_\_\_

**Name / role / date / time:** \_\_\_\_\_

## Appendix 5

### Home-School Class Dojo Policy - September 2020

The following policy refers to the use of Class Dojo as a home-school communication tool during any school closures/ partial closures or self-isolation of bubbles.

#### Aims:

- To maintain the community relationship between Moreland and St' Luke Primary Schools and families so that school continues to be an active presence in their lives.
- For children to continue having a sense of being a part of their class, in contact with teachers and the life of their peers.
- For teachers to encourage and support children in continuing with home learning.  
To support children in using online communication media in a positive and appropriate way that is beneficial to their lives.

#### Process:

##### Teachers will:

- Post a Daily Class Story
- They may set a small, fun task on the Portfolio
- Comment on work sent in by children

##### Parents/Pupils can:

###### Comments:

- Children can like the post of a teacher in the Class story.
- Children comment on a Class Story post with a positive comment.  
Example: 'It's fantastic seeing the great work everyone is doing!'

###### Portfolio:

- Students can post their classwork like poems, speeches, and artwork to their Student story through photos and videos
- Any work that is submitted to the Pupil's portfolio will only be accessible by the Class Teacher and the connected parents to that child's account.

###### Messages:

- Message your child's teacher if you want to share something positive from home or congratulate your child on something they have done for school work.
- Message your child's teacher if you have a small query or would like to find out something simple
- Do message your child's teacher on Class Dojo if your child has any minor worries, for example:
  - I found it hard to find home learning for Monday. Where can this be found?
  - How can I see the work my child has submitted to Class Dojo?
  - Where do I find the Class Story?

*Teachers will aim to reply on the same day to messages sent during school hours (9.00am-3.30pm)  
Messages sent after 3.30pm will usually be responded to on the following working day.*

## **Home-School ClassDojo Policy - September 2020 Appendix: Online Safety and Acceptable Use of ClassDojo**

Online communication is a fact of modern life and we are using ClassDojo to support a strong link between home and school that enhances children's school experience. As stated in the school's acceptable use policies, we expect everybody to behave in a positive manner, engaging respectfully with the school and each other on ClassDojo, in the same way as they would face to face.

This positive behaviour can be summarised as being kind and polite and not making any posts which are or could be construed as rude, insulting, aggressive, bullying or otherwise inappropriate.

ClassDojo is set up with accounts for the children. We welcome our parents to add themselves as parental accounts using their e-mails. We guide parents to see this as a shared experience where they are modelling to and supporting their child in learning how to use online communication well.

### **ClassDojo's Acceptable Use Terms**

1. You will not post unauthorized commercial communications (such as spam, promotional emails, or advertisements) on or through the Service.
2. You will not upload viruses or other malicious code, files or programs.
3. You will not collect, solicit or otherwise obtain login information or access an account belonging to someone else.
4. You will not bully, intimidate, or harass any User or use the Service in any manner that is threatening, abusive, violent, or harmful to any person or entity, or invasive of another's privacy.
5. You will not impersonate a ClassDojo for a School employee, or any other person, or falsely state or otherwise misrepresent your affiliation with any person or entity.
6. You will not copy, modify, or distribute any text, graphics, or other material or content available through the Service without our prior written permission, or if such content is a User Content, the prior written consent of such User.

If parents have a concern about school or pupil use of ClassDojo, please contact:

- Rich Slee, ICT Co-ordinator Moreland Primary School
- Jess Cameron, AHT and Designated Safeguarding Lead – Moreland Primary School
- Jenny Phillips, ICT Co-ordinator and AHT – St Luke's Primary School
- Monica Dickman, SENCO and Designated Safeguarding Lead – St Luke's Primary School

Breaches of this policy and of school AUPs (Acceptable Use Policies) will be dealt with in line with the school behaviour policy (for pupils) or code of conduct (for staff).

Further to this, where an incident relates to an inappropriate ClassDojo post by a member of the school community, we will contact the parent or staff member and delete the post/ request that the post be deleted as appropriate and will expect this to be actioned promptly.

## Appendix 6

### Home-School Zoom Policy - September 2020

The following policy refers to the use of Zoom as a remote teaching tool during school closures/ partial closures/ self- isolation of bubbles.

#### Aims:

- To facilitate teaching children at home and allow teachers and pupils to have “live” contact.
- To ensure all safeguarding principals and policies are adhered to when using Zoom as a teaching tool.

#### Process:

- Use of Zoom as primary tool of online conferencing with pupils

#### Staff and volunteers

- **All staff, including contractors, agency staff, and volunteers are responsible for consistently implementing this policy.**
- All staff must agree and adhere to the terms on acceptable use of the Zoom Meeting User Agreement.
- All safeguarding incidents should be reported to the DSL – Jess Cameron (Moreland Primary) & Monica Dickman (St Luke’s) - immediately to ensure that they are logged and dealt with appropriately.
- Staff members using a work device outside school must not install any unauthorised software on the device and must not use the device in any way which would violate the school’s terms of acceptable use.
- Staff must ensure that their work device is secure and compliant with the school’s data protection policies and the DPL – Policies can be found on the federation drive.
- Staff who need to use their own devices to engage in work activities must ensure that they have reasonable security to protect their devices and any communications that they are involved in.
- All concerns should be raised with the line manager and, where appropriate, with the ICT Manager.

#### Requirements for setting up a Zoom Meeting

In order to keep safeguarding procedures in place and protect pupils and staff the following procedures must be in place

- Password protect your meetings and send the password to the attendees in a separate communication which is not obviously marked. Do not add it to the Calendar event.
- Use a new meeting room and password each time (i.e. don't use the personal meeting ID).
- Pupils are not be allowed to enter the meeting when they first join – staff to use the waiting room function.
- Staff are to ensure that there are never less than two pupils in the meeting room at one time.

- If the number of pupils is going to reduce to less than two, then the meeting should be finished and the pupils to leave the group prior to the member of staff leaving.
- Do not allow attendees to join before host.
- Mute attendees on joining.
- Set up a 'waiting room' for attendees to join before admitting them to the room.
- Remind attendees of rules for appropriate behaviour at the start of each meeting.
- Consider if the screen share function is required for the meeting, if not then disable the function.
- Lock your meeting room once all attendees have joined and the meeting has started.
- Do not publicise your meeting's link on social media.

## **Requirements when attending a Zoom meeting**

- **Clothing:** dress how you would for an in-person meeting, and make sure to follow the school's dress code.
- **Background:** be aware of what you have on display behind you; is it anything that you would not want people to see? You can set up a virtual background, to obscure everything, if you wish.
- **Location:** consider where the web conference is being held and if this is an inappropriate location, e.g. your bedroom. Your microphone can pick up background noise, so make sure you are on your own in the room while you are hosting the meeting; ensure any other people in your household know that you are interacting with children and should not be disturbed, and that they should use appropriate language.
- **Content:** the topics discussed should follow normal lesson and school interactions.
- **Recording:** Zoom offers the recording of the interactions; this can be used for safeguarding purposes as evidence of what occurred. All zoom classes should be recorded. All participants must be advised in advance if the session is being recorded. Immediately after the meeting, any recordings must be saved in the folder 'Zoom Recordings' on the school system's shared drive (if working from home on their personal device, teachers must do this by uploading it to LGfL Mydrive, logging into the school system remotely and then downloading the recording to the folder specified above, before deleting the recording from LGfL Mydrive and from their device). Once downloaded onto the school system, recordings must then be safely and securely retained in accordance with the school's data retention schedule. Once the videos have been securely backed up, videos should be deleted from personal devices.
- **Eating and drinking:** similar to content and clothing, this should follow normal school procedures.
- **Screen sharing:** take a few seconds to prepare before you hit the share button. Clear your desktop of any extra tabs or programs you may have open and make sure no private or confidential information is visible.
- **Audio:** mute your side of the call if you're not speaking. Your microphone can pick up a lot of background noise, so muting allows others on the call to easily hear who is speaking.
- **Speaker/headphones:** where possible please use headphones; this prevents anyone physically present being able to hear other attendees.
- Do not take any screenshots, or any photographs of children attending the meeting.
- When ending the meeting, select the 'End meeting for all' option.
- If using break out rooms within a lesson, these should be supervised by a staff member at all times. There should be more than one child present in a break out session.

